DOCUMENT RESUME

ED 405 396 UD 030 062

AUTHOR	Harris-Olayinka, Verda
TITLE	Advancing the Mission of Education in Central Brooklyn: The Parent Opinion Survey.
INSTITUTION	East Fulton Street Group, Brooklyn, NY.
PUB DATE	92
NOTE	118p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Educational Change; Educational Improvement; *Educational Needs; Elementary Secondary Education; *Parent Attitudes; Parent Participation; *Parent School Relationship; Parent Workshops; Public Schools; Surveys; Urban Schools
IDENTIFIERS	New York City Board of Education

ABSTRACT

This report presents results from the 1991 Parent Opinion Survey conducted in Brooklyn, New York, which sought to measure the attitudes and opinions of parents as related to their knowledge of their children's schools, their levels of interaction with the schools on behalf of their children, and their levels of involvement as parents and to discover the parents' own level of self-actualization through personal education. Major findings from 260 respondents revealed that parents were most concerned with issues of improved curriculum, namely, a multicultural curriculum and improved curriculum for college preparation and that an increased need exists for colleges to develop a curriculum to address the needs of the 31 percent of parents on fixed incomes and the anticipated 20 percent who are office service workers threatened with layoffs resulting from corporate scale downs. Parents' top choices in neighborhood school workshops include the following topics: For a Drug Free Community; African Diaspora History; Help Your Child Do Homework; Starting Your Own Business; Parents and the Public School; and Coping With Your Adolescent. The report suggests that parents have the ability to enact legislative changes that could be put into law for the optimal benefit of all children attending public schools throughout the state and the country. Appendices provide cover letters and the survey instruments in English and Spanish. (Contains 21 references.) (GLR)

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East Fulton Street Group

Communiversity USA

Education For Community Development

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ED 405 396

ADVANCING THE MISSION OF EDUCATION IN CENTRAL BROOKLYN

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UD030062

The Parent Opinion Survey

by Verda Harris-Olayinka

East Fulton Street Group/21st Century Partnership

in cooperation with
Medgar Evers College/New York City Technical College

Researched by
East Fulton Street Group Education Task Force

Ms. Verda Harris-Olayinka / D. Harry K. Good III
Co-Chairs

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Advancing The Mission of Education in Central Brooklyn

The Parent Opinion Survey

by
Verda Harris-Olayinka

BA Sociology & Afro-American Studies
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c Verda Harris-Olayinka 1992

Printed in the United States of America
Library of Congress Catalog Number
92-70278

Library of Congress Cataloging in
Publication Data

Harris-Olayinka, Verda 1949-

Advancing the Mission of Education in
Central Brooklyn:
The Parent Opinion Survey

" A Ralph Bunche Public Policy
Institute Study"
Medgar Evers College

Bibliography: p81
1. Education.
2. Parent involvement.
3. At-risk students.
4. N.Y.C. school decentralization law.
5. N.Y.S. education department - Board of
Regents - Parent policy - Compact for
learning -Multicultural curriculum -
Curriculum of inclusion.
6. Resources for parents.
7. Multilingual survey - Spanish-Creole.
Maps-tables.

The work upon which this publication is based was funded by the Ralph Bunche Institute of Medgar Evers College. The opinions expressed do not necessarily reflect the position or policy of Medgar Evers College and no official endorsement should be inferred.

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EXECUTIVE SUMMARY

ADVANCING THE MISSION OF EDUCATION IN CENTRAL BROOKLYN: THE PARENT OPINION SURVEY

by Verda Harris-Olayinka

Background

The research project was conceived by Dr. Edison O. Jackson, President of Medgar Evers College at the first meeting of the East Fulton Street Group's Educational Task Force which took place on November 19,1990. Dr. Jackson took a critical look at the concept of the neighborhood school model and its ability to receive maximal community input. The Ralph Bunche Public Policy Institute of Medgar Evers College was the funding source for this inquiry.

The Parent Opinion Survey

The Parent Opinion Survey was formulated to measure attitudes and opinions of parents related to their knowledge and level of interaction between themselves and the schools on behalf of their children. It also sought to measure their levels of parent involvement and to view the parents own level of self actualization through personal education development.

A total of 260 parents responded to the survey which was distributed between April and November, 1991 with the assistance of twelve community organizations, community canvassing by African American Studies students from New York City Technical College and individual community members. The surveys were written in English, Spanish and Creole.

Major Findings

Parents were asked, "If I could influence the School Board or Principal to make changes at or near my child's school, I would suggest the following..."

* Parents were most concerned with issues of improved curriculum, namely, a multicultural curriculum and improved curriculum for college preparation.

* 52.6% of the parents are high school graduates and have less than four years of college.

* There exists an increased need for colleges to utilize resources and staff to develop a curriculum to address the needs of the 31% of parents on fixed incomes and the anticipated 20% of parents who are Office Service Workers who are threatened with layoffs due to corporate scale downs.

Areas of Interest

Key education issues for parents include terms such as parent involvement, at-risk students, black child-parents, limited language challenges and school restructuring are explained.

Decision making bodies and their power looks at the role of Community School Boards, the New York City Board of Education, the New York State Board of Regents, the New York State Education Department and the city and state teachers unions as they make decisions which determine the future of education of all children.

Conclusions

Community based organizations may realize a new role as they bridge the gap between school and college collaborations. This would increase the duration of the effort to begin to solve the tough, persistent problems which are obstacles to neighborhood development.

The neighborhood school model has been refined to the idea of the East Fulton Street Group's Communiversity. The choices parents made for the following learning sessions represents the beginning of curriculum development and are indications of parent interest via the Parent Opinion Survey.

Workshop	Frequency	% of Total
For A Drug Free Community	118	9.18
African Diaspora History	109	8.48
Help Your Child Do Homework	109	8.48
Starting your Own Business	107	8.32
Parents and the Public School	98	7.62
Coping With Your Adolescent	90	7.00

Parents as Opinion Leaders

Parents as opinion leaders would use the information they receive as advice and pass it on to friends, relatives and neighbors. Ideas are presented to maximize community involvement to advance the mission of education.

This positive attitude would affect individual intention and bring about a visible change in community behavior. This mental and physical transformation would bring about holistic revitalization in the ailing education system and help us to see each other and our neighborhoods in a whole new way.

As a single unified voice, parents can enact legislative changes which would be put into law for the optimal benefit of all children attending public schools in New York City, New York State and the United States.

ADVANCING THE MISSION OF EDUCATION IN CENTRAL BROOKLYN:

THE PARENT OPINION SURVEY

by

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Printed in the United States of America
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A MESSAGE FROM THE CHAIRMAN

The East Fulton Street Group is pleased to have been a part of the neighborhood and parent opinion survey. Community based organizations in neighborhoods in general and low and moderate income areas specifically, need to conduct varied and ongoing assessments of the attitudes of area residents in order to provide better services.

If we are to accomplish our task as service providers, developers and revitalizers, we must pay closer attention to the changing needs, trends and issues confronting community development into the 21st Century. We must look at capacity building strategies to strengthen the infrastructure of our neighborhoods in a global economy.

We must use technology and survey instruments as a primary form of education. Our constituents need to understand the importance of their opinions in matters pertaining to the quality of life they desire for themselves and their children.

We would like to thank Dr. Edison O. Jackson, President of Medgar Evers College for the vision to see the need for this document. Thanks also to members of the Educational Task Force for their efforts in helping to formulate the survey questions and document concept.

We especially want to thank Dr. Harry Good III and Ms. Verda Harris-Olayinka, Co-Chairs of the Education Task Force for long nights. Together they steered the committee over months of meetings and activities that have produced this final document.

Finally, our deepest appreciation to Ms. Olayinka who was the Research Coordinator for the survey project. She exhibited commitment and dedication to task which is needed in today's society if we are to accomplish more than mediocrity.

We would also like to thank the Pratt Center, the Office of Student Life at New York City Technical College, the Office of the Provost and the Office of the President for technical assistance. Their assistance contributed to the successful completion of this survey document.

We hope that you the reader will benefit greatly from this document.

Respectfully,

Rev. James H. Daniel, Jr.
Chairman, East Fulton Street Group
January 12,1992

FOREWORD

Ms. Verda Harris-Olayinka has done a rigorous job of constructing a questionnaire that strikes at the heart of the need for comprehensive approaches to address community development issues through collaborative efforts.

The questionnaire focuses primarily on parents and their children who are our future. The responses to questions suggest the need for an educational process which takes on a fresh, energized approach to the problems of distressed communities.

Our neighborhoods possess a great deal of talent, intellect and wealth. These are necessary ingredients for the formation of community resources. These fundamental factors for developing any community are often frustrated and mis-directed.

As a result, a collaborative community based initiative, the "Communiversity" evolved. It consists of businesses, community organizations, public adult and higher education institutions which are saddled with the mission of developing an educational process.

The work accomplished by Ms. Harris-Olayinka is exemplary and provides the necessary first step for the journey into distressed community development.

Harry K. Good, III, Ph.D.
Outreach Officer
State University of New York
Education Opportunity Center in Brooklyn

Co-Chairperson
East Fulton Street Group
Education Task Force

Dean, Communiversity, U.S.A.
of the East Fulton Street Group

ACKNOWLEDGEMENTS

I wish to express my warmest appreciation to Dr. Edison O. Jackson, President of Medgar Evers College, for having the inspiration and foresight to initiate this community study. I would also like to thank Rev. James H. Daniel, Jr. Chairman of the East Fulton Street Group for endorsement of this community inspired undertaking.

Special thanks are extended to Ms. Lottie Dobson-Shannon, Director of the Parent Advocacy Program of the Center for Law and Social Justice of Medgar Evers College. Ms. Dobson-Shannon and members of her staff were instrumental in providing access to the community parents around which this study was centered.

Members of the East Fulton Street Group's Educational Task Force, Prof. Earlean Smiley, Mr. Louis DeFreitas, Dr. Harry Good, Ms. Arlean Parker, Mr. Michael Hooper and Mr. Greg Meyers are appreciated for their insights during the early stages of the research process.

Mr. Larry Martin and his staff at the Voter Participation Project of the Community Service Society are commended for introductions to the staff of El Puente and the United Parents to Save Our Children in Williamsburg.

A very special thank-you is extended to Professors Jitu Weusi and Diane Wilson of the African-American Studies Department at New York City Technical College for allowing me to provide their students with background on cultural development. I thank Professor Weusi for encouraging his students to participate in community canvassing of the Parent Opinion Survey.

I am particularly grateful to Mr. Floyd Marshall and Ms. Joycelyn Malony for actually following through and soliciting the parents in Oceanhill/Saratoga Square. Brothers Kelson Maynard and Jack Miller of the Education Committee of the African-American Institute also assisted in the canvassing. I sincerely thank them for their assistance.

My appreciation is extended to Ms. Margaret Jones, Director of Offices of Family Services, 500 DeKalb Avenue, for allowing me to administer the survey to parents in the lobby of the Income Maintenance Center.

Ms. Khadijah Wilson, Director of the Penn-Wortman Recreation Center in East New York receives my gratitude for allowing me to make a brief presentation to the parents at the end of summer program. I thank the parents at Penn-Wortman for taking the time to respond to the survey amidst the high-energy atmosphere concluding the performance.

I would like to thank Ms. Patricia Toomer and Ms. Gail Payne, Directors of the Advent and Shirley Chisholm Day Care Centers and their parents for responding to the survey.

I would like to take this opportunity to thank Ms. Carol Henriquez-Graham, Bilingual Specialist, for translating the research instrument into Spanish and explaining the cultural nuances which impact on bilingual families. I thank Dr. George Irish at the Caribbean Research Center of Medgar Evers College for helping to facilitate the translation of the questionnaire into Creole for bilingual Haitian respondents.

I thank the staff at the Slave Theatre for allowing me to solicit surveys from patrons in the theatre lobby during Wednesday night lectures. This allowed me to get a good cross-section of parents with varying interests who live in Central Brooklyn.

I extend my gratitude to Dr. Harry Good and the students at the Education Opportunity Center, to Ms. Bunny McFadden, Ms. Sheryl Beebe-Vaughn and the United Community Block Associations of East New York, Ms. Geraldine Gallimore, Ms. Joyce Roach and member of the New Canaan Baptist Church and Mt. Sinai Cathedral Church of God in Christ.

Ms. Josephine Williams at Woodhull Hospital and Ms. Cheryl Williams at Cumberland Family Care Center receive my special thanks. A warm thank-you is sent to Ms. Lucille Smith, Ms. Gloria White and the many, many parents who shared their thoughts about education and their children.

Very special appreciation is extended to my former Undergraduate Sociology Professor, Dr. Paul Montagna, for facilitating an entre into the Brooklyn College Computing Center. I thank Mr. Wang Chi Wong and his staff members Luis and Juan for helping to access the CUNY main frame for SPSS-X data analysis and to Professor Ron Miller for ultimate clarification.

I render warm thanks to my mother, Mattie N. Harris, for proofreading and her critical insights. Thank-you to Khalebo and Khalim, young adults with discernment in discussions of organizing strategies, the logical sequel to this reading.

Last and certainly not least, I extend deepest appreciation and thanks to my husband Ade, for his tolerance, patience and support throughout the research process.

VH-O

Verda Harris-Olayinka
Brooklyn, New York
February 3,1992

DEDICATION:

TO EACH AND EVERY PARENT

THANK-YOU FOR THE FEEDBACK ABOUT YOUR CHILDREN AND THE SCHOOLS.

THIS BOOK IS FOR YOU.

YOU HAVE GIVEN YOUR ANSWERS ABOUT HOW THINGS ARE AND WHAT IS NEEDED.

SCHOOLS CAN BE RESTRUCTURED.

CHANGES CANNOT BE ACCOMPLISHED WITHOUT YOU.

YOUR PRESENCE IS NEEDED IN THE SCHOOLS.

YOU CAN LET THEM KNOW WHAT YOU WANT.

YOUR ACTIVE PARTICIPATION IS REQUIRED AT COMMUNITY SCHOOL BOARD MEETINGS.

YOU CAN MAKE YOUR VOICES KNOWN TO THE N.Y.C. CENTRAL BOARD OF EDUCATION.

YOUR MASS OPINION CAN BE GIVEN CREDENCE AT THE NEW YORK STATE BOARD OF REGENTS.

YOU CAN MAKE THE NEW YORK STATE EDUCATION DEPARTMENT COMPLY WITH ITS OWN DIRECTIVES.

YOU CAN MAKE A COMMITMENT TO YOUR OWN LEVEL OF PARENT INVOLVEMENT.

PREFACE

Advancing the Mission of Education is written for three audiences, specifically, Parents, Administrators of Community Based Organizations and Colleges.

The difficulties involved with completing the project became a commitment to let parents know the results of the Parent Opinion Survey. It became necessary to inform parents about the function of Education Law and to show the ways in which those laws impact on families. A desperate imperative is made for all parents and community members to be more involved with the education of our children.

Increased sophistication requires ongoing planning, assessment, development and inter co-operation for community based organizations. They are compelled by funding sources to consolidate caregiving ability and to plan collectively for optimal service outcome.

The East Fulton Street Revitalization & Development Corporation, Inc., as a primary community based organization, may utilize this document for program development. It will be better able to meet the needs of the adult population and arrange effective collaboratives to achieve these goals.

Administrators at Medgar Evers College and other higher education institutions will be able to create courses that focus on problem resolution. Programs and course outlines could be constructed which would focus on the needs of the adult population in the inner city. This would be strengthened by innovative collaborative arrangements created to meet these goals.

Two different language styles are utilized. The chapter introductions and summaries are written in order to guide the Parent through the research process. It is a technical document written in semi-technical terms.

A massive problem requires a mass impact which demands inter co-operation of all agencies. This can be done by communicating, planning, and sharing resources to break down the invisible barriers of ethnic origin, geo-political boundaries and class stratification among Africans in the Central Brooklyn area.

Let this publication represent the beginning of change in the ways we relate to each other as we succeed in collectively advancing the mission of education in all communities.

Verda Harris-Olayinka
February 14,1992

ADVANCING THE MISSION OF EDUCATION IN CENTRAL BROOKLYN:

THE PARENT OPINION SURVEY

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ADVANCING THE MISSION OF EDUCATION:
THE PARENT OPINION SURVEY

INTRODUCTION

On November 19,1990, the Educational Task Force of the East Fulton Street Partnership in Education met in response to questions addressed at the first annual conference, "Saratoga Square: It's Not Enough to Build Housing." Dr. Edison O. Jackson, President of Medgar Evers College, conceived and initiated the idea for research, distribution and analysis of the Parent Opinion Survey.

This was done in an attempt to seek answers to the following questions and ideas such as:

1) Whether an outcome model might be constructed as it relates to the functions of a neighborhood school.
2) Whether a holistic way may be developed for people to buy in to the process of neighborhood school programs.
3) Constructing a model for higher education institutions to focus on that need.
4) Whether the School-Based Management paradigm encourages community management.
5) Whether members of the community are able to define the mission of a neighborhood school.
6) Whether the mission of a neighborhood school may be anchored in a philosophy.

7) Whether attendance at Community School Board meetings could be encouraged as an activity within the neighborhood school model.

The Educational Task Force would have to make an attempt to develop a sphere of interest in which all of the above may be seen related to overall neighborhood development.

As a member of the 21st Century Partnership in Education, Dr. Jackson proposed an initiative which would be funded by the Ralph Bunche Public Policy Institute that would focus on the issue of parent involvement. He suggested that we do a systematic study and develop an instrument to get information from parents in order to find out what they think.

The following investigation will attempt to respond to the seven concepts listed above within the context of current issues concerning neighborhood education. The findings from the Parent Opinion Survey will be examined as they relate to an innovative concept in community education, the Communiversity, which was formulated by the Education Task Force.

CHAPTER I

REASONS FOR THE SURVEY

Introduction

Effective community planning and development require that neighborhood residents make plans with short and long term goals. A major housing development project is being planned for the Saratoga Square neighborhood which was formerly called Oceanhill in the borough of Brooklyn.

Members of the East Fulton Street Group were concerned that for complete development, the community needed more than housing. With a focus on education for community development, the Parent Opinion Survey came into being. The problem statement lists the need for a community survey. Objectives of the study describes what we want the survey to achieve.

Statement of the Problem

The poverty of the inner-city constrains the level of social organization and diminishes the quality of life except for those functions controlled by law. Education, sanitation, law enforcement and other social functions are generally controlled by external forces.

The result is an inner-city culture which is able to make very few commitments or takes little responsibility for its actions. "Therefore, the inner-city community is unable to stabilize the primary institutions of family and education which are necessary for the socialization of its young."[1]

Long term planning in the New York City Board of Education foresees a greater community role for school buildings. Utilizing its expanded role as a community focal point, the school would be available during and outside of school hours for a variety of activities such as clubs, adult education, recreation, community meetings, parent groups, health and social service delivery.

Much of the area designated for development by the East Fulton Street Group is comprised by an area formerly called Oceanhill. It is now defined by planning and development agencies as Saratoga Square, in which a fifty-one million dollar housing development plan is currently taking place.

It is the unified contention of the affiliated members of the East Fulton Street Group that, "It's not enough to build housing." East Fulton Street, Oceanhill and Saratoga Square are one and the same area.

The East Fulton Street Revitalization & Development Corporation, Inc. views the school as the only remaining institution in the neighborhood which represents substantial public investment. It recognizes the potential ability for schools to renew community and neighborhood productivity.

The Education Task Force of the East Fulton Street Group seeks to obtain an in-depth analysis of the community school concept in order to develop a model for community cultural development. Guided by a philosophy of comprehensive and integrative development, home, school and neighborhood are all viewed as home.

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[1] Harris, Verda L. Perceptions of the Arts Institution in the African-American Community: A Thesis. Ithaca, New York: Cornell University. (1985) p. 7

A negative impact in one area creates a negative impact on the others. Also, a positive impact in one area would positively impact the others.

The negative effects of low student achievement, the high drop-out rate, teen parenting, alcohol and drug abuse, crime, peer pressure and gunshots in the night and day are equally as challenging for student success and neighborhood development.

It is also important to examine trends and issues in education development if the neighborhood is to view itself in a whole new way. Some of these issues include parent involvement, at-risk students, school restructuring, curriculum reform, new professional roles and relationships, and school-community partnerships.

Since it is necessary to reverse negative social influences for holistic neighborhood improvement, success would insist on co-operation of the entire education institution. We tried to reach the parents of children attending school to draw out a needs analysis so that effective programs might be implemented.

Objectives of the Study

The Parent Opinion Survey was researched and developed to seek responses about parental attitudes and concerns with reference to rethinking and enhancing the mission of neighborhood schools.

The survey is intended to measure attitudes and opinions of parents in Central Brooklyn related to their knowledge and levels of interaction between themselves and the schools on behalf of their children. It seeks to determine their current levels of parent involvement. Lastly, the questionnaire seeks to determine levels of self actualization through personal education development.

Coincidentally, the research instrument addresses three statements of principles which were listed in the first draft of "Parent Partnerships: Linking Families and Schools Policy Statement" which is being developed by the New York State Department of Education.

* Schools should facilitate two-way communication between school and family regarding goals for the child and the mechanisms for reaching those goals.
* Schools should encourage parent's participation in the education of their children.
* Schools should provide information to parents in order to assist them as decision-makers in their children's education.

In addition, the results of the survey will help to facilitate an adult curriculum and general program development for the Communiversity. The conception and planning for the Communiversity evolved from the original goal of the Education Task Force and the Partnerships in Education to establish an intergenerational learning center in the East Fulton Street area.

Intergenerational learning is an innovative concept in education for community development where family members may individually or collectively attend learning sessions which would take place simultaneously in the same environment. This would eliminate the need for a parent to seek a baby sitter in order to attend the self development workshops. The activities and outcomes of the Communiversity will begin to address key concerns about education and neighborhood development which were expressed by the parents.

Data analysis and interpretation will be presented from the perspective of parent comments and responses. An attempt will be made to explain trends and issues in education development from the perspective of community based organizations and school collaboration for the mutual purposes of school improvement and neighborhood development.

A contemporary socio-historical view of parent opinions about public education would have to include the impact of current political decisions in the public education policies of New York City and New York State. The issues include state wide policies on parent involvement, curriculum, New York City decentralization law and the role of community school boards.

This detailed information is being presented to parents so that they might become more informed about their children's education and the need for an improved system. The intent is to mold their potential for parent leadership and encourage their active participation in education improvement for overall neighborhood development.

Although this study is focusing on families in Central Brooklyn, parents in other low-income areas in New York City might have similar opinions and concerns. Parents and community leaders elsewhere in the city would find it helpful and informative to make comparisons as we seek to advance the mission of urban education.

The East Fulton Street Group's Education Task Force is continuing to improve its relationship with colleges to improve education for neighborhood development. Collaborations have been established between Medgar Evers College, New York City Technical College, Pratt Institute and Long Island University via its Partnership in Education. This study will investigate ways in which these efforts may be institutionalized over a period of time.

It is possible that collaborative efforts made by parents, schools, community based organizations and higher education institutions may be able to impact on the decision-making bodies in areas of major concern. The most mutually beneficial ways of setting up collaborations will be examined.

Summary

We have stated the social conditions of the community which justify the need to conduct a survey about parents and the education of their children. We then presented the different issues we were attempting to address such as:

1) The levels of parent's knowledge of and interaction with the schools for their children.

2) The amount of parent involvement

3) Whether parents wanted to increase their own levels of education or knowledge.

These answers would help the East Fulton Street Group's Partnership in Education to plan an adult curriculum and general program development for the Communiversity.

CHAPTER II

KEY EDUCATION ISSUES FOR PARENTS

Introduction

It is a known fact that parents are very busy and have their own agendas of working, providing a home, feeding and caring for their children. In addition they must seek relaxation and recreation for themselves.

These key definitions are outlined for parents who are very curious about definitions and labels which decision-makers use when planning to improve or change the education system. Parent Involvement, At-Risk Students, and School Restructuring are explained so that parents are aware of the terms.

PARENT INVOLVEMENT

"There is an opportunity because of the climate of school reform for parents, state and local policy makers and school people to develop programs that will increase parent involvement in the public schools and rebuild public confidence in those schools. At the local level, school boards, school administrators and teachers should take initiatives to develop and implement comprehensive parent involvement programs."[2]

The New York State Department of Education is developing a state wide policy for parent involvement. The First Draft of the Policy Statement reads:

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[2] Kershner, Keith & Connolly, John Eds. At Risk Students & School Restructuring. Philadelphia: Research for Better Schools. (1991) p. 99

"Given our knowledge of the research in parent involvement and effective schools, we want all the schools to include and embrace parents as partners in the education of their children in New York State. This means developing comprehensive and well integrated programs of parental involvement throughout the educational continuum. It will mean assisting parents in assuming their roles as supporters, decision makers and advocates for their children at all grade levels."

Within this framework, parent involvement has the following major policy goals.

* To promote development of children
* To enhance the role of the parent as the educator and care giver of the child
* To offer parents the knowledge and the skills that will enhance their abilities to support their children throughout the educational process

"While parent participation may take a variety of forms, some research suggests that parent involvement in shared decision-making is the most powerful approach of all."[3]

"In most American schools parent involvement is minimal...Twelve years of study and analysis at the Institute of

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[3] Smey-Richman, Barbara. School Climate & Restructuring for Low-Achieving Students. Philadelphia: Research for Better Schools. (1991) p. 80

Positive Education convince us that the question lies in the nature of schools as organizations."[4]

The reason for this may be that school activities are routine and function in a certain set pattern. School administrators are not certain that a change in a particular area may create confusion in another, so change is minimal. Very often, school officials allow a solution that may not necessarily create a major impact but resulted in a minimum change in standard operating procedures.

Another argument would address the fact that the informal norms of school organizations are especially powerful. The roles and demeanors of teachers are buttressed by their training and by their professional associations and unions. One such norm is "professional autonomy in decision making."[5]

The authors go on to describe a hypothetical "School Improvement Council" where an intervention or decision or change in policy required a major deviation from standard operating procedure and would create a risk that the "Council" would achieve too much power or create conflict.[6]

The above scenario precludes that in a shared decision making arena, special training workshops or organization renewal strategies, flexibility and planning are necessary for a major overhaul of a system which has not benefitted a vast majority of inner-city children. Another imperative is that union co-operation is necessary for all levels of planning in school reform and restructuring.

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[4] Kershner & Connolly. Op. Cit. p. 95

[5] Ibid. p. 96

[6] We must be reminded that Intermediate School 271 is a catchment school in the Oceanhill-Saratoga Square-East Fulton Street area. Community residents continue to remember the community control conflict which occurred in 1968-69 over similar decision making issues.

AT-RISK STUDENTS

Nationwide, the pervading beliefs, attitudes and behaviors of school personnel and parents has been one of complacency. This climate has attributed to students a status of "at-risk" to label the low economic status, community maladies and personal socio psychological failure in their ability to learn.

The label at-risk "suggests that populations of young people are being threatened by a systematic, external danger in the larger community. There is a fear that some growing menace is out of control, that a particular group may become infected, that unless something dramatic is done soon, young lives will be negatively affected for a long time and continue to spread the venomous impact."[7]

Deprivations Reinforced by Teachers and School Personnel

Americans have associated and typecast the African and Latino youth personality with evaluations and lifestyles of culturally deprived, low income, low achiever, drop-out, disadvantaged, disenfranchised, crime prone, teen parent, learning disabled, drug addict and language impaired.

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[7] Ibid. p. 5

Teachers, social service providers, and other care givers in the community influenced by the larger society, tend to project these outstanding beliefs in their interpersonal actions which serve to reinforce the student's internalized deprivations. The deprivations are manifested in severe social and familial stress.

These projections "exploitatively influence and shape collective African-American cognitive styles, physiological and spiritual functionality, self perception, perception of reality, social relations, experiential history and appetitive strivings."[8] The projective self-fulfilling prophecy becomes fulfilled because the act of prophesying itself dictates the actions of the care givers, themselves.

Black Child-Parents

Dr. Frances Cress-Welsing, a noted African-American psychiatrist has this to say in an essay about Black Child-Parents:

"The very dynamic that produces the pathological situation wherein children attempt to have and rear children is designed to ensure Black functional inferiority. Twenty-five percent of all Black children born today in the U.S. are born to Black Teenagers. Often, the ultimate level of functioning reached by children is correlated with the level of emotional maturity achieved by the parents prior to the birth of the child."[9]

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[8] Wilson, Amos N. Black-on-Black Violence: The Psychodynamics of Black Self-Annihilation in Service of White Domination. New York: Afrikan World Infosystems (1991) p. 55

[9] Cress-Welsing, Frances, Ph.D. The Isis Papers: The Keys

The reader is presented with a description of emotionally immature adolescents parenting a child and could likely have two or three children in their teenage years. This repetition causes them and their children to live lives of stress characterized by poverty, poor education and welfare. The overwhelming societal and personal stress causes the teen parent to reject the child physically, or by being preoccupied with other self destructive activities such as alcohol and/or substance abuse.

Cress-Welsing goes on to say that the emotional and psychological underdevelopment of an entire people can become chronic and permanent once this dynamic effects a sufficient percentage of the population.

"If the child parent lacks the emotional maturity needed to meet the dependency demands of the newborn child throughout its early years of development, when the child becomes of sufficient age to move outside of the home, he/she will search the environment for a sense of closeness and human warmth in an attempt to make up for the areas in which the parents failed or were lacking. Soon, similarly emotionally deprived male and female children will find one another. Having long ago discovered their genitals, they will begin to seek physical closeness with one another."[10] "The impact of this rejection and deprivation soon is displayed in the children's disturbed behavioral patterns,

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to the Colors. "Black Child-Parents: The New Factor in Black Genocide. Chicago: Third World Press. (1991) pp. 259-274

[10] Ibid. pp 269-270

particularly in the school setting, where attention and behavioral controls are required."[11]

Cress-Welsing presents an imperative that all Black persons in leadership positions fully understand the emotional and psychological basis for sustained achievement in individuals. "Early dependency-need-gratification during the first six years of life is the essential foundation upon which all other stages of emotional and psychological development (such as self confidence, initiative, sustained school achievement, sustained work achievement and self and family support) are built."[12]

"All of the well-intentioned demands for *excellence* in school achievement and performance will be for naught if this critical factor of early-dependency-need-gratification is ignored in early infancy and childhood...No teacher, no matter how highly motivated, can meet the unmet dependency demands of a classroom one quarter full of children who have been parented by children. Yet, these dependency demands *must* be met if the children are to pay full attention and learn."[13]

Dr. Cress-Welsing goes on to say that it is the exceptional child-parent who can help a child with his or her homework patiently or encourage that child to be patient while he or she learns to read, write or do mathematics. It is the rare child-parent who is able to sacrifice personal desires in order to attend PTA meetings.

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[11] ibid. p. 266
[12] ibid. p. 271
[13] Ibid. pp 271-72

We are presented with a very microscopic critique of a dynamic in the inner-city which affects and is affected by the at-risk status of all children in Central Brooklyn. These environmental realities impact on all residents. In spite of these factors, there are families who can be identified as successful, who provide their children with the guidance and support from extended family members church and community organizations.

This analysis presents us with a target focus for peer support discussions. Families and community members can begin to attack the problem from the perspective of providing support mechanisms for teen parents and their young children. Open preventive discussions and development of activities for young preteens and adolescents may begin to curtail teen parenting and other factors which plague the emotional growth and educational development of African-American and Latino children.

Limited Language Challenges for Latino and Haitian Children

In addition to the above environmental factors which impact on the at-risk factor for Latino and Haitian students, the problem of limited proficiency in English is most prevalent. "Almost twenty-five percent of all Hispanics enter high school overage. Combined with other factors such as poor grades and attraction to work, being overage frequently results in students dropping out of school."[14]

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[14] Valdivieso, Rafael. "At-Risk Students: Hispanic Students and Reform" in Kerschner & Connolly, Op. cit. p. 55

Future Projections

The National Center for Education Statistics collected, analyzed and disseminated Projections of Education Statistics to 2001: An Update. The center investigated independent variables such as enrollment, high school graduates, earned degrees conferred, classroom teachers and expenditures of public elementary and secondary schools.[15]

These independent variables were compared by the dependent variable of sex. The data was also received from the Bureau of the Census, The National Education Association and Data Resources, Inc. Nowhere in almost two hundred pages of intricate educational projections to the year 2001 was there an independent variable of race.

It may have been that the figures were so embarrassingly low that they chose not to publish the information. It is possible that these trends in at-risk status may make African education in America of no consequence in the nine years remaining through 2001.

SCHOOL RESTRUCTURING

Restructuring is defined as the fundamental redesign of the organization and method of schooling. This growing interest is being developed and encouraged because of overall poor student performance and the reality of the need for workers with more technological knowledge and skills. Also "reports of school faculty's sense of alienation and lack of commitment to teaching have added to the push toward finding alternative ways to structure schools."[16]

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[15] Gerald, Debra E. & Hussar, William J. Projections of Education Statistics to 2001. U.S. Department of Education, Office of Educational Research and Improvement. (1990)

The educational and social welfare needs of at-risk, low 19achieving children are high on the restructuring agenda and require the most innovative strategies which include:

- Decentralizing authority through school based management and parental choice where parents would have the right to choose the school the child would attend.
- Developing new and professional roles for teachers by providing leadership responsibilities along with principals and other school administrators.
- Changing accountability systems by removing the test taking focus to achieve such qualitative results as problem solving and critical thinking.
- Modify curriculum in order to promote the acquisition of higher order thinking. Major revisions of curriculum content and process must be undertaken to make learning more challenging.

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[16] Smey-Richman, Op. cit. p. 53

- Foster school and community partnerships aimed at strengthening the links between schools and the larger community through formal alliances with parents, service and health agencies, business and other institutions.[17]

Communication and co-operation between schools and the social service community will improve the opportunity for increased collaboration. Collaboration is the highest level of working together. It is a more intensive, jointly planned effort to achieve mutually described goals.

"Collaboration brings previously separate, independent organizations into a unitary structure with mutual commitment and frequent sharing of resources, decision-making and evaluation responsibilities."[18]

"To counteract the negative community influences, institutions and individuals that represent constructive, law-abiding interests should step forward and play an active role in the lives of youth or contribute to the enrichment of the neighborhood itself."[19]

"The interlocking effects of deprivation cannot adequately be addressed by schools and service organizations which essentially function in isolation from one another and which because of their specialized nature, are unable to perceive the child or the family unit as a whole."[20]

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[17] Ibid. pp. 56-57

[18] Linn-Benton Education Service District. At-Risk Youth in Crisis. Eugene, Oregon: ERIC Clearinghouse on Educational Management, University of Oregon. pp. 5 & 6

[19] Nettles, Saundra Murray. Community Involvement & Disadvantaged Students: A Review. Baltimore: Center for Research on Effective Schooling For Disadvantaged Students, Johns Hopkins University. p. 3

Advocates of a collaborative services model suggest that different existing social service and community based organizations should change both the way they operate and the way they relate to one another. This concept would demand a complete overhaul or restructuring of the way in which community service providers interact with one another in order to make a major impact on the plight of disadvantaged youth.

School-business partnerships with institutions, colleges and/or other cultural organizations have gained increased interest in recent times. These efforts identify needs and work to implement necessary changes. Businesses view collaboration as eventually improving the quality of the work force.

"Despite their proliferation, it is not yet clear how much students - particularly low achievers, disadvantaged and students of color - benefit from school-community partnerships."[21]

It is possible that the collaborative efforts of the East Fulton Street Group with its Partnerships in Education will develop a model that together City Officials, the Community School Districts, the local public schools, colleges community organizations and neighborhood individuals will prove to make an impact that will bring about positive proactive change in the very near future. The distribution of the Parent Opinion Survey and the planning and development of the Communiversity may prove to be a step in the right direction.

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[20] Smey-Richman, Op. cit. p. 81
[21] Ibid. p. 84

Summary

A review of the literature of key issues in education was presented to parents. Parent involvement is very important for school reform. Students are labeled "at-risk" as environmental challenges impact on their success. A very major challenge for parents and community members is to discourage teens from having children.

School restructuring involves parents having more decision-making rights; giving teachers more leadership flexibility; having less of a focus on test taking so children can develop problem-solving abilities; changing curriculum; and developing school and community partnerships to help achieve these goals.

CHAPTER III

COLLECTING THE DATA

Introduction

The staff and participants of the Parent Advocacy Center were very helpful in expressing the needs and concerns of parents about their children's education. Discussions in the Parent Involvement Workshops helped to formulate some of the questions on the survey. Copies of the surveys are available in Appendix I.

The Parent Opinion Survey was distributed in different areas of Central Brooklyn usually where there was a gathering of parents at a community meeting. These organizations are listed as well as the number of responses received from each group. Limitations of the study are mentioned.

The Parent Advocacy Center

In preparation for formulating the questions on the survey, it was necessary to audit a series of Parent Involvement Workshops sponsored by the Parent Advocacy Center of the Center for Law & Social Justice at Medgar Evers College. The Parent Advocacy Center is located in Bedford-Stuyvesant at Restoration Plaza.

The Saturday morning workshops discussed a number of topics relevant to parent involvement such as "How to Raise a Reader", "Arts and Craft Tips for Today's Parents", "Parents and Networking: Building an Effective Community", "Minority Leadership in the Nineties: A Challenging Role for Today's Parents" and "The Quest for Academic Excellence."

The Parent Advocacy Center provided a valuable and necessary vehicle for linking families, communities and schools. Staff members helped parents in a proactive manner to interact with school personnel in the interest of their children. By the parent's own admission, they became "demystified" about the education process.

During one workshop the parents were asked about the types of classes they would like to have available for them as parents. A number of their responses are represented in the choices for Parent Development Workshops which were to be available at the Communiversity.

The Parent Advocacy Center provided an opportunity to pre test the survey during a Parent Association meeting at a Public School located in downtown Brooklyn. A number of unclear questions were clarified and revised as a result of this activity.

Like the entire City of New York, Brooklyn represents a mosaic of many different cultures between and amongst many diverse ethnic groups. Central Brooklyn comprises African -Americans, African-Caribbeans from English, French-Creole and Spanish speaking islands as well as families from Central and South America. In an attempt not to exclude any potential respondent, the survey was translated into Spanish and Creole.

Members of the Education Task Force assisted in the formulation of a number of questions. The questionnaire was designed to measure attitudes and opinions of parents in Central

Brooklyn related to their knowledge and levels of interaction between themselves and the schools on behalf of their children. It sought to find out their current levels of parent involvement.

The survey sought to determine the parent's level of self actualization through personal education development. The intent was to enhance educational opportunities for parents and children merely from the experience of answering the questionnaire.

Questions on the Parent Opinion Survey

We tried to get answers from residents of Brooklyn who had a child or children attending public school presumably in Brooklyn except in the case of high schools. The first question asks the respondent to state his or her zip code.

The next group of questions asked about geographical origin and whether the child was a first, second or third generation resident of Brooklyn. Specifically, it asked where grandparents, parents and children were born. It also asked the parent to list the child's age, grade, school and district.

The next battery of questions concerned special education, placement and whether the parent was knowledgeable about rights and options or was interested in attending a parent workshop on this topic.

Parents were then asked how often they have attended a Parents Association meeting at their child's school. This was done to get a preliminary measure of whether the parent has entered the school at all. The parent was then asked whether he or she was interested in joining a parent's support group in the community.

The next group of questions surveyed the parent's level of interaction with school personnel, knowledge of discipline in different school environments, and whether classes are provided in music, art, physical education and computers for all students.

An inquiry was then made which asked about the curriculum of inclusion. Respondents were asked whether they would like to have their child learn more about his or her own history.

Parents were queried as to whether their child borrowed books from the school library, the public library or whether the school has an after school program. Members of the Education Task Force and the Partnership in Education were interested to know about parent expectations for their children to attend college. Parents were asked whether they wanted their child or children to go to college, whether the child or children curriculum was preparing them for college and whether parents thought they would have enough money to send children to college.

Respondents were asked whether they were registered to vote. The survey indicated that parents did not have to be registered to vote in Community School Board elections. It then asked whether the parent has voted in a school board election.

This was followed by an open-ended question which stated, "If I could influence the School Board or Principal to make changes at or around my child's school, I would suggest the following..."

The parent was afforded an opportunity to suggest any number of changes in policy that concerned their child's school and environment.

Statistical questions of age range, occupation, education level and family income were then asked. Finally, the parent was asked to check any number of eighteen choices of Development Workshops in the areas of Economic Empowerment, Housing Ownership, Cultural Self Esteem, Education Preparation and Involvement or Family Harmony.

Survey Distribution

The survey was pre tested with a group of parents in the area of Downtown Brooklyn with a population similar to the research population. This was done in an attempt to maximize the validity by testing whether the questions were measuring their proper relationships. Reliability was increased as a result of the pre-test because certain ambiguous questions were omitted and others were clarified.

The surveys were copied on colored paper in order to increase the inclination for the respondents to answer them. A cover letter was attached to the survey which consisted of thirty-two questions on four pages. It was necessary to sacrifice brevity in the research instrument in order to get an in-depth view of Parent Opinions.

The original strategy for survey distribution was to access places and organizations where groups of parents meet and get permission to distribute the surveys. Originally, five hundred responses were sought.

The research instrument was distributed from April through November, 1991. The researcher was given the opportunity to present a Cultural Development Workshop prior to distributing the questionnaire. The presentation at El Puente was translated into Spanish for community members in Williamsburg. Surveys were received from the following organizations:

Education Opportunity Center	34
Parent Advocacy Center	40
Mt. Sinai Cathedral Church of God In Christ	8
El Puente	12
DeKalb Avenue Income Maintenance Center	15
Voter Participation Project	26
Penn-Wortman Community Center	32
Parents of ESL Students	13
The Slave Theater	28
The East New York Collective of Block Assns.	10
Community canvassing in Saratoga Square with the assistance of Africana Studies students from New York City Technical College	23
Brooklyn AIDS Task Force	12
New York City Technical College	7
Total	**260**

Limitations of the Study

An inadequate pre-test brought about some ambiguities in the wordings of certain questions in the research instrument. Due to limited resources and unforseen personal priorities, we were unable to reach all populations targeted to receive the survey or to collect surveys from all respondents.

Question # 13 did not receive an accurate translation by interpreters by their assumption that neither of their populations had parents who were already attending a parents support group. An allowance was made for this in coding during the analysis of the data. No cover letter was written for the survey in French/Creole.

Summary

Parents now have an idea of the way we arrived at the wording of the questions. We looked at family background, special education, interaction with school personnel, curriculum, discipline, parent association attendance, library availability and improvement suggestions for the community school boards.

Surveys were distributed and collected from community organizations in Central Brooklyn. Central Brooklyn may seem like a small part of New York City of 260 parents may seem like a small number of parents. This can be compared with looking into comments expressed by parents who answered the Parent Opinion Survey.

CHAPTER IV

THE TALLIES AND WHAT THEY MEAN

Introduction

Usually, people find statistical data to be boring and uninteresting. Frequency refers to the number of Parents who answered a certain question. The total of this number is 100% of the people who answered that question.

The significant findings are presented in bold text. When necessary, a comment will explain the importance as it relates to parents and public education in Central Brooklyn.

A total of three hundred thirty adults responded to the survey. Seventy of these were invalid and could not be included because they were not Brooklyn residents. They were also not included if their children did not attend public schools from pre-kindergarten through high school.

Data analysis and interpretation were extracted from two hundred sixty respondents.

Parent Respondents and their Families

The majority of the parents were between the ages of 35 and 44 (45.6%). The next largest age grouping was 25 to 34 years (36.5%). Together these two groups consisted of 82.1% of the 252 parents who answered this question. One hundred sixteen (45.1) of the parents had one child attending public school. Eighty-four (32.7%) parents had two children and twenty-six (10.1%) parents had three children attending. These totalled 87.9% of the parents.

One hundred seventy eight or 68.5% of the parents were mothers. Fifty-one (19.6%) fathers answered the survey. In addition, there were eight grandmothers, six aunts, six foster mothers, two sisters and one stepmother. Other males who responded included two grandfathers, four step fathers and one uncle.

Place of Birth

There was a distinction made between parents from English, French (Creole), Latino (Spanish speaking) Caribbean, Central and South America and other areas around the world. This was done in an effort to identify the various cultural backgrounds of students in public schools within Central Brooklyn.

Most of the sixteen (6.3%) parents from Puerto Rico answered the questionnaire in English. The fourteen responses via the Spanish survey were recent emigrants from Central and South America. They were from Ecuador, El Salvador and Columbia. Parents from Guyana were also tallied with this group. There were thirteen (5.1%) respondents from the French/Creole speaking Caribbean, specifically Haiti who answered the survey in Creole.

Most of the fifty-two (20.4%) parents from the United States Other were born in the southern states except for respondents from Philadelphia and Boston. Respondents from the category of Other are from Canada, Liberia, Nigeria and England.

Almost half (46.3%) of the parents were born in New York City. The majority of the children (84.2%) represents the third generation who attend public school and were born in New York City. (See Table 1: Place of Birth.)

TABLE 1: PLACE OF BIRTH

RELATIONSHIP	NYC	U.S.	CARIB	L.CARIB	CREOL	CENT/SA	OTH
YOUR PARENTS	39	105	49	31	13	16	4
	15.2%	40.9%	19.1%	12.1%	5.1%	6.2%	1.6%
YOU THE PARENT	118	52	38	16	13	14	4
	46.3%	20.4%	14.9%	6.3%	5.1%	5.5%	1.6%
YOUR CHILD/REN	213	16	3	5	8	8	0
	84.2%	6.3%	1.2%	2.0%	3.2%	3.2%	0

It is necessary to take an in-depth look at the Caribbean residents in Central Brooklyn in an attempt to be consistent with the multicultural approach of this inquiry. If we collapse the categories Caribbean, Latin Caribbean and Creole into one group, the distribution would be represented as follows in Table 2:

TABLE 2: AFRO-AMERICAN AFRO-CARIBBEAN

	U.S	CARIB
PARENTS	144	93
	56.1%	36.3%
YOU THE PARENT	170	67
	66.7%	26.3%
YOUR CHILD/REN	229	16
	90.5%	6.4%

More than one-third of the respondents have parents who were born in the Caribbean. From 1985 - 1987, 288,352 immigrants from the Caribbean were admitted into the United States. The majority of this group settled in New York City.

"Crown Heights, Bedford-Stuyvesant and East New York in Brooklyn emerge as Commonwealth Caribbean neighborhoods where many of the English-speaking West Indian nationalities are highly concentrated...With regards to the Haitians, they are mostly found in the Vanderveer Park neighborhood in Brooklyn..."[22]

The two to one ratio of Afro-American to Afro-Caribbean residents in Central Brooklyn should be taken into consideration for comprehensive and integrative planning in neighborhood development. Intercultural communication and multicultural education would promote intergroup tolerance and focus on shared heritage and common goals.

Zip Codes

Parents were represented from twenty-seven of the total thirty-eight zip codes in Brooklyn. The majority of 46 (17.7%) were residents in the East Fulton Street area, 11233. Thirty-nine (15%) were residents of East New York, 11207; Twenty-four (9.2%) from Brownsville, 11212; Nineteen (7.3%) from Flatbush, 11226. Eighteen (6.9%) were from East Flatbush, 11203. (See Map 1: Zip Codes; Table 2: Parent Resident Zip Codes).

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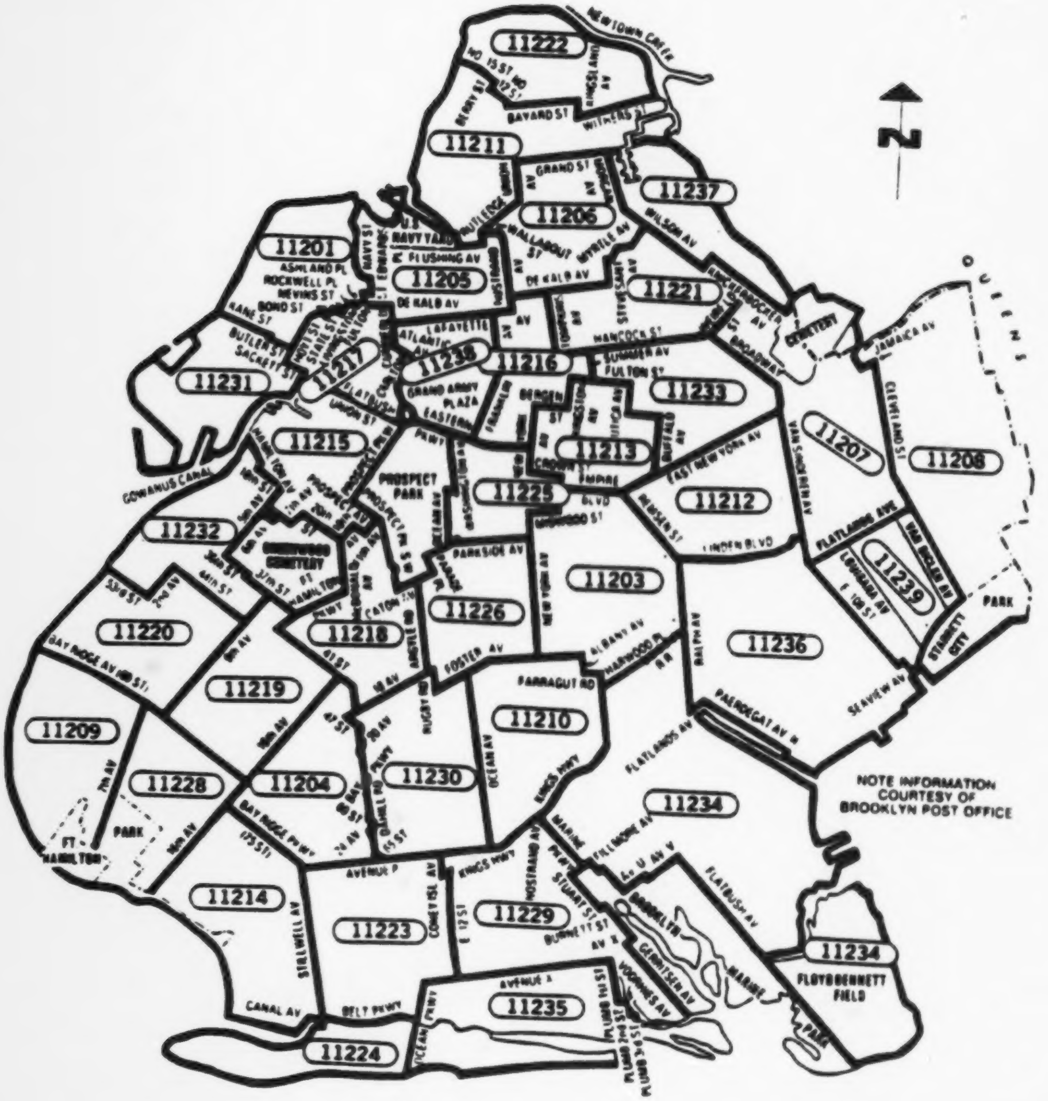
[22]

MAP 1: BROOKLYN ZIP CODES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NEWTOWN CREEK
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QUEENS
PROSPECT PARK
GRAND ARMY PLAZA
GOWANUS CANAL
GREENWOOD CEMETERY
U.S. NAVY YARD
CEMETERY
FT HAMILTON
PARK
FLOYD BENNETT FIELD
STARRETT CITY
BAYARD ST
WITHERS ST
GRAND ST
FLUSHING AV
DE KALB AV
MYRTLE AV
WILSON AV
LAFAYETTE AV
ATLANTIC AV
FULTON ST
HANCOCK ST
BROADWAY
JAMAICA AV
CLEVELAND ST
EASTERN PKWY
EMPIRE BLVD
EAST NEW YORK AV
LINDEN BLVD
FLATLANDS AV
PARKSIDE AV
FOSTER AV
FARRAGUT RD
BAY RIDGE AV
BAY RIDGE PKWY
AVENUE P
AVENUE X
KINGS HWY
CANAL AV
BELT PKWY
OCEAN PKWY
PAERDEGAT AV N
SEAVIEW AV
FLATBUSH AV
STILLWELL AV
NOSTRAND AV
OCEAN AV
CONEY ISL AV

NOTE INFORMATION COURTESY OF BROOKLYN POST OFFICE

BEST COPY AVAILABLE

TABLE 3: PARENT RESIDENT ZIP CODES

ZIP CODE	FREQUENCY	PERCENT
11201	3	1.2
11202	1	.4
12203	18	6.9
11205	15	5.8
11206	6	2.3
11207	39	15.0
11208	4	1.5
11209	1	.4
11210	2	.8
11211	9	3.5
11212	24	9.2
11213	6	2.3
11214	1	.4
11216	13	5.0
11217	5	1.9
11218	3	1.2
11221	6	2.3
11222	1	.4
11223	2	.8
11224	3	1.2
11225	12	4.6
11226	19	7.3
11227	1	.4
11232	1	.4
11233	46	17.7
11234	1	.4
11236	4	1.5
11237	2	.8
11238	12	4.6
TOTAL	**260**	**100.**

Community School Districts

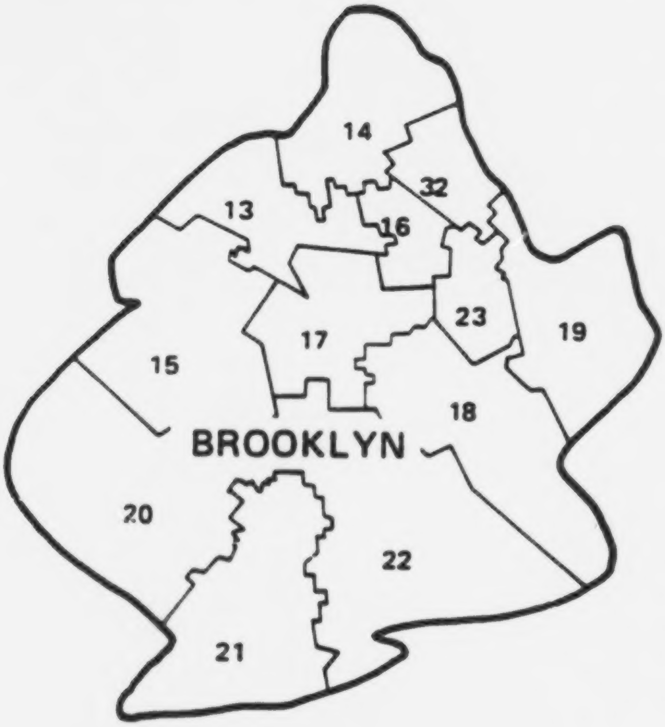
A total of eleven school districts in Brooklyn were represented in the survey responses. Community School Districts 27 and 29 in Queens were listed by one parent each. An assumption can be made that the family resides in Brooklyn and their child or children attend school in Queens.

The combined community school districts are represented by parents who have a least one child in 79 Elementary Schools 31 Intermediate or Junior High Schools. Twenty-nine of the parents have sons and daughters in High Schools in Brooklyn and elsewhere in New York City. Eighteen parents had children in high schools only. (See Table 4: Community School Districts; Map 2: School Districts of Brooklyn.)

TABLE 4: COMMUNITY SCHOOL DISTRICTS

DISTRICT	FREQUENCY	PERCENT
13	28	11.6
14	14	5.8
15	5	2.1
16	40	16.5
17	41	16.9
18	13	5.4
19	26	10.7
20	3	1.2
21	5	2.1
22	6	2.5
23	27	11.2
27	1	.4
28	1	.4
32	6	2.5
TOTALS	242	100.0

MAP 2: COMMUNITY SCHOOL DISTRICTS OF BROOKLYN



Special Education

Thirty-nine parents indicated that they had a child or children in special education classes. Seventeen thought that it was a wise placement based on their child's behavior. Nine thought it was not.

Twenty parents stated that it was a wise placement based on the child's ability. Six parents disagreed. Eighteen parents gave no answer to the questions regarding placement.

One hundred thirty-four or 61.8% of the parents were aware of parent's rights and options regarding special educations placement decisions. Fifty-five or 25.3% of the parents were not aware. Twenty-eight (12.9%) did not know. Forty-three parents did not answer this question.

One hundred ninety (77.6%) were interested in attending a workshop about parent and student rights in the New York City Board of Education. Twenty-seven (11%) parents were not interested and 28 (11.4%) were unsure.

For the most part, parents are aware of their rights and options in issues around special education. Workshops for discussions of parent and student rights in the New York City Board of Education should be made available to parents in community schools and other centers.

Interaction With the Schools

One hundred eighteen or 45.9% of the respondents attend parent association meetings very often. One hundred one (39.3%) seldom go to meetings, thirty-two (12.5%) never go and six were unsure.

If we collapse the negative figures of seldom, never and don't know, the group would total 139 or 54.1 percent. **More than half of the parents in this population spend little or no time attending parent association meetings where they can find out the major issues and concerns facing their children at the schools.**

Parents were asked to rate their levels of interaction between themselves and the school on matters which deal with their children. Forty-two (20.6%) rated this service as excellent, ninety-eight (38.7%) satisfactory, seventy-two (28.5%) fair and thirty (11.9%) poor.

Parents rated the ability of the family counseling services to meet the needs of their families. Twenty-five parents (20.6%) rated this service as excellent. Ninety-eight (38.7%) satisfactory, seventy-two (28.5%) fair and thirty-four (14.6%) poor. **Parents are generally satisfied with the family counseling services and interaction with staff at the schools by a 60 to 40 ratio in favor.**

Organized Meetings

Thirty-eight or 15.1% of the parents were already attending a parent support group in the community. One hundred fifty-four (61.1%) were interested in attending a parent support group. Thirty-eight (51.1%) were not interested. Twenty-one (8.3%) didn't know.

Most of the respondents were contacted by way of organized meetings for the purpose of responding to this survey. They continue to be interested in community support group activities as parent advocates.

Discipline

Parents were asked to rate their perceptions about the ability of school personnel to maintain discipline in the classroom, hallways, lunchroom, school yard, upon entering and at dismissal. It is important to make a mental note that in school a passing grade is 65% or better. **In general, overall percentage ratings which are below 65% can be viewed as unsatisfactory.** (See Table 5: Discipline.)

TABLE 5: DISCIPLINE

LOCATION	EXCEL/SATIS	FAIR/POOR
CLASSROOM	63.9%	35.6%
HALLWAYS	56.8%	42.7%
LUNCHROOM	50.4%	48.2%
SCHOOL YARD	47.2%	51.8%
ENTERING	55.9%	43.7%
DISMISSAL	46.2%	53.0%

Student Training

The Education Task Force is interested in supplementing some cultural and/or recreational activities at the Communiversity which may be unavailable to students due to budget cuts or scale downs. Parents were asked whether their child's school provided training for all children in Music, Art, Physical Education or Computers. (See Table 6: Student Training.)

TABLE 6: STUDENT TRAINING

SUBJECT	YES	%
MUSIC	150	61.2
ART	161	69.4
PHYS ED	180	77.6
COMPUTER	151	64.8

Classes are generally available to students in Physical Education for children of 77.6% of the adults who answered this survey. Art classes for 69.4% and Computer classes for 64.8% of the families. **Music classes are least available at 61.2% for the children in the community.**

After School Activities

Parents who indicated that their children borrow books from the school library amounted to 66.4 percent of the parent population. **There are after school programs for children of 58.3% of the parents.**

Parent Aspirations for Child to Attend College

Parents were asked whether they wanted their child or children to go to college, whether they felt the curriculum was adequately preparing them for college and whether they will have enough money to send their child to college.

The majority of parents (92.7%) wanted their child or children to attend college. Only 40.8% felt that the curriculum was preparing their child adequately for this purpose. A very small percentage (11.9%) felt they would have enough money to send their children to college. (See Table 7: Aspirations for College.)

TABLE 7: ASPIRATIONS FOR COLLEGE

	YES		**NO**		**D-K**	
	NO.	%	NO.	%	NO.	%
WANT YOUR CHILD TO ATTEND COLLEGE?	**241**	**92.7**	**6**	**2.3**	**4**	**1.5**
CURRICULUM PREPARING ADEQUATELY?	**106**	**40.8**	**94**	**36.2**	**52**	**20**
ENOUGH MONEY TO SEND CHILD/REN?	**31**	**11.9**	**139**	**53.5**	**78**	**30**

Parents Who Vote

One hundred ninety-two (75%) parents were registered to vote. Sixty-two (24.2%) were not. Parents were informed that they don't have to be registered voters to vote in the Community School Board elections. Then they were asked whether they had ever voted in a school board election. (See Table 8: Vote Community School Board.)

TABLE 8: VOTE COMMUNITY SCHOOL BOARD

ANSWER	NUMBER	%
YES	**107**	**42.5**
NO	**136**	**54.0**
TOTAL	**243**	**96.5**

More than half or 54% of the parents have never voted in a Community School Board election.

Education

Sixty-five or 26.3% of the parents were high school graduates and the same percentage had less than four years of college. Thirty-one (12.6%) respondents had one to three years of high school. Twenty-four were technical school graduates, thirty were college graduates and eighteen were above college graduates. Fourteen parents had education levels of junior high school or lower. Thirteen individuals did not answer this question. (See Table 9: Education Level.

TABLE 9: EDUCATION LEVEL

GRADE	FREQUENCY	PERCENT
JHS OR LOWER	14	5.7
1 - 3 YRS HIGH SCHOOL	31	12.6
HIGH SCHOOL GRAD	65	26.3
LESS THAN 4 YEARS COLLEGE	65	26.3
TECHNICAL SCHOOL GRAD	24	9.7
COLLEGE GRAD	30	12.1
ABOVE COLLEGE GRAD	18	7.3

Family Income

Sixty-four (30.9%) respondents had annual family incomes of more than $25,000. Thirty-nine parents had family income of less than $5,000. per year. Twenty-eight families receive $10,001. to $15,000. per year. Twenty-six parents have annual family incomes between $5,000. and $10,000. Fifteen parents earned $15,001. to $20,000. annually. Fifty-three parents didn't answer this question. (See Table 10: Family Income.)

TABLE 10: FAMILY INCOME

AMOUNT	FREQUENCY	PERCENT
UNDER $5,000	39	18.8
$5,000 - $10,000	26	12.6
$10,001 - $15,000	28	12.6
$15,001 - $20,000	15	7.2
$20,001 - $25,000	35	16.9
ABOVE $25,000	64	30.9
NO ANSWER	53	MISSING

A little less than seventy percent of the parents who answered this question have family incomes of less than $25,000 per year.

Occupation

One hundred eighty six or 71.5% of the 260 parents answered this question. There were thirty-three response categories which were collapsed into nine major topical areas. **The largest area represents fifty-eight individuals who do not receive a regular salary from employment.** This group totals 31.4% of the 186 parents. (See Table 11: No Regular Salaries.)

TABLE 11: NO REGULAR SALARIES

STATUS	FREQUENCY
HOMEMAKER	33
COLLEGE STUDENT	14
UNEMPLOYED	7
RETIRED	2
SCHOOL VOLUNTEER	2
TOTAL	58

Thirty-seven parents were tallied in the category of Office Service Workers which included all clerical and secretarial staff, computer operators, administrative assistants, accountants, bank tellers, an account analyst and an office furniture buyer. They represent 20% of the total 186.

Other employment categories were distributed as follows: (See Table 12: Career Categories.)

TABLE 12: CAREER CATEGORIES

JOB TITLES	FREQUENCY	PERCENT
No. Regular Salaries	58	31.0
Office Service Workers	37	20.0
Education Employees	15	8.1
Social Service Employees	14	7.5
Hospital Employees	14	7.5
Management	12	6.5
Entrepreneurs	12	6.5
City Service Employees	5	2.6
Low Wage Employees Food Service Domestic Factory Workers	14	7.6
Electrician/Mechanic Bldg. Supt.	5	2.6
TOTAL	**186**	**99.9**

Higher education institutions, community schools and community based organizations should direct training and/or education opportunities to the non-salaried 31% and low wage

employees 7.6%, totalling almost 39% of African parents in Central Brooklyn.

Seventy-four or 28.4% of the total 260 parents did not answer this question. It is possible that they are unemployed or under employed and were too embarrassed to answer this question.

There is a city wide trend in private industry to significantly scale down staff in the corporate service industries. **There may exist an increased need for colleges to utilize resources and staff to develop a curriculum to address the needs of the anticipated thousands of workers within the next five years.**

Knowledge of Our History

Survey question 18 asked, "Would you like your child to learn more about his or her own history?" Two hundred fifty or 97.7% of the parents answered yes to this inquiry. Three parents said no, two did not know and four did not answer. **As mentioned previously, an overwhelming amount of parents felt that this issue is relevant to the educational development of their children.**

Influencing the Community School Boards

"If I could influence the School Board or Principal to make changes at or around my child's school, I would suggest the following..."

One hundred thirty-eight or 53% of the 260 respondents answered this question. Their 191 comments were grouped into 25response categories. These categories as sub topics were listed according to their numerical totals and collapsed into major topical areas. (See Table ~~11~~ 12: Suggestions for Better Schools.)

TABLE 11: SUGGESTIONS FOR BETTER SCHOOLS

RESPONSE CATEGORIES	AMOUNT	MAJOR TOPICAL AREAS
Curriculum of Inclusion 1 - Cultural/Spiritual Self Esteem	33	CURRICULUM
Change Curriculum for 2 - College Preparation Quality Learning	21	
Computers 3 - Math/Science	9	
4 - Libraries	5	
5 - Remedial Reading/Math	5	
Foreign Language 6 - Physical Education Learn a Trade	3	CURRICULUM TOTAL 76
7 - Teachers Improved or Increased	15	ADMINISTRATION/ SUPERVISION
8 - Better Supervision	6	
9 - Smaller Classes	4	
10- School Board Change	5	
11- Get rid of Monitors	1	ADMINISTRATION/ SUPERVISION
12- Provide More Voting Polls	1	TOTAL 32
13- Improved Security	13	

14- Discipline	10		
15- Drugs/Violence	9	SCHOOL SAFETY	
16- Teach re: Peer Pressure Leadership Skills vs. Drug Use.	6	TOTAL	38
17- Parent-Teacher Cooperation	12		
18- More Caring Staff	5	HUMAN INTERACTION	
19- Interpersonal Communicat	5	TOTAL	22
20- After School Programs	15		
21- Parent Participation	2		
22- Community Involvement	2		
MISCELLANEOUS			
23- Uniforms/Dress Codes	3		
24- PTA Meetings for Working Parents	1		
25- Annual School Festival	1	TOTAL	24
GRAND TOTALS	**181**		**181**

Parents responded that children should learn more about their own heritage, Afro-American or Black History, Cultural Experience, Spiritual Development or topics that would increase Self-Esteem. A number of parents specifically mentioned Curriculum of Inclusion. Their responses were categorized into Cultural, Spiritual, Curriculum of Inclusion/Build Self Esteem. These totalled 33 curriculum related topics.

Parents who mentioned increased quality of learning or improved curriculum for college preparation, enhanced reading or math were categorized into Quality of Learning for College Preparation. Twenty-one responses were received in this group.

Computers, Mathematics, Science, Libraries, Remedial Reading and/or Math, Physical Education, Foreign Language and Learning a Trade totalled 22. These were specific self-defined areas in the overall category of Curriculum. Altogether 76 topics were mentioned for changes at School Board level in the area of Curriculum.

Fifteen parents recommended that School Boards or Principals should improve the quality or increase the number of teachers at the schools. Six requested better supervision, four parents mentioned smaller classes, five recommended that there be a change in school board membership, one respondent suggested that schools boards provide more voting polls and one parent said his or her school should get rid of monitors. Thirty-two responses were recommended for improvement in the category of Administration/ Supervision.

Thirteen parents were concerned about improved security at their children's schools. Ten responses related to improved discipline. Nine parents recommended that school boards and principals should do something about drugs and violence at or around the schools. Six parents mentioned that children should be taught leadership skills to overcome peer pressure. This is also a curriculum related topic which is specific to the category of School Safety which totalled thirty-eight.

Twelve parents wrote about issues dealing with Parent-Teacher cooperation and mutual respect. Five mentioned that schools should have a more caring staff. Specifically, "Having personnel speak to you as an employee, not like children;" or "Treat our children like human beings" were mentioned. When the parent wrote talk or speak, these were grouped into Interpersonal Communication in which there were five responses. Twenty-two items were chosen by parents for influence to improve the level of Human Interaction.

Community members in Central Brooklyn and elsewhere in New York City who have similar interests about school board policies and positions on issues of curriculum, teacher/principal choice and innovative programs are advised to inquire about Community School Board candidate positions on these key issues.

Parent Development Workshops

Approximately 87% of the parents answered this question. They made a total of 1,285 response choices for the eighteen workshops which were mentioned. The most prevalent choices are indicated in the first six ranked in order below. (See Table 12: 14
Parent Development Workshops.)

PARENT DEVELOPMENT WORKSHOPS

RANK	WORKSHOP	FREQUENCY	% OF TOTAL
1	For A Drug Free Community	118	9.18
2	African Diaspora History	109	8.48
3	Help Your Child Do Homework	109	8.48
4	Starting Your Own Business	107	8.32
5	Parents & the Public School	98	7.62
6	Coping With Your Adolescent	90	7.00
			% SUB TOTAL
49.08			
7	Establishing Good Credit (Econ.)	80	6.22
8	Enhancing Male Female Relationships	76	5.91
9	Savings & Credit (Housing)	71	5.52
10	Caribbean History/Culture	70	5.44
11	Apartment & Home Repair	64	4.98
12	African Dance for Adults	60	4.66
			% SUB TOTAL
32.73			
13	College Preparation	57	4.43
14	Writing Business Plans	55	4.28
15	Collective Ownership	48	3.73
16	Adult Basic Education	32	2.49
17	High School Equivalency	23	1.78
18	English as a Second Language	18	1.40
		% SUB TOTAL	18.11
	GRAND TOTALS	**1,285**	**99.92**

Learning sessions For a Drug Free Community were chosen 118 times, African Diaspora History and Helping Your Child Do Homework were equally matched at 109 choices. Fourth ranked was 101 choices for a workshop on Starting Your Own Business. Fifth ranked were choices for learning sessions on Parents & the Public

Schools and sixth, Coping With Your Adolescent. This top third represents 49.08% or almost half of the 1,285 response choices.

Classes for Adult Basic Education, High School Equivalency and English as a Second Language represent the lowest ranked choices made by the parents. Together they total 73 choices at 5.67 percent.

In order to achieve maximum community participation at learning sessions planned by the Communiversity of the Education Task Force or sessions at the various neighborhood schools being developed throughout the city should take note of the types of topics chosen by the parents.

Summary

We have just presented a breakdown of the answers given by the 260 parents who answered the Parent Opinion Survey. The most significant responses dealt with Influencing Community School Boards. This gave the parents a chance to express their opinions about priorities for improvement in the schools.

The choices for the Parent Development Workshops will help to plan a adult curriculum for the adult learning sessions at community schools in Brooklyn and elsewhere in New York City.

CHAPTER V

DECISION MAKING BODIES AND THEIR POWER

Introduction

This is one of the most important chapters for parents to read. Quotations from legal documents will inform parents about New York City school district decentralization law. Parents will learn of the amount of decision-making power that is given to community school board members.

Some information is presented about the New York State Education Department, the Board of Regents and the United Federation of Teachers union. They make decisions which impact on issues of curriculum and other policies. Their policies and directives impact on children attending public schools and their families.

Community School Boards in New York City

The school boards in each community school district exercise a great deal of power over more than fifteen thousand pupils in average daily attendance. They control and operate all pre-kindergarten, nursery, kindergarten, elementary, intermediate and junior high schools. They have the power to hire and terminate all employees in the district.

"The Community School Board shall have the power and duty to:

- a) generally manage and operate the schools and other facilities under its jurisdiction.

- b) operate social centers, recreational and extra curricular programs.

- c) operate cafeteria or restaurant services for pupils and teachers and the use by the community for school-related functions and activities and to furnish meals to the elderly sixty years or older of the district. Such utilization shall be subject to the approval of the Board of Education. Charges shall be sufficient to meet the district cost of preparing and serving such meals, reducible by available reimbursements.

- d) maintain discipline in the schools and programs under its jurisdiction.

- e) submit, after public hearing, proposals to the chancellor for construction, remodeling or enlargement of schools under its jurisdiction.[23]

Each community district is governed by a community board to consist of nine members to be elected for a term of three years and to serve without compensation. Each board shall select one of its members to serve as chairman.

Community School Board elections take place once every three years on the first Tuesday in May.[24] Every registered voter residing in a community district and every parent of a child attending any school in the community board who is a citizen of the state, a resident of the city at least thirty days and at least eighteen years of age:

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[23] "New York City Community School District Decentralization Laws: As Established by the Education Law of New York State & Amendments Through January, 1989." Article 52A - NYC Community School District System. p. 10 Clark, Velta & Udeogalanga, Veronica, Eds. Adjustment of Caribbean Immigrants in New York: Social & Economic Dimensions. New York: Caribbean Research Center, Medgar Evers College. (1989) pp. 24-39

[24] N.B. The next election is scheduled for May, 1992.

1) Shall be eligible to vote at such election for the members and
2) Shall be eligible for School Board membership.

No person may vote more than once or in more than one community district.

Nominating petitions shall be signed by not fewer than two hundred registered voters residing in such community district or persons eligible to vote as parents in such community district. Each candidate shall be nominated by a separate petition and no elector shall sign more than one petition.

Awareness of the powers and limitations of Community School Board members is very important for parents who have concerns similar to the ones mentioned in the Parent Opinion Survey. Parent involvement makes a direct impact on school quality which influences the desired outcome of student excellence.

Parent Partnerships Policy

In recent years, a number of documents have been developed and disseminated by the New York State Education Department. This may have been done as a result of increased public concern about the state wide deteriorating quality of education.

In July, 1991, "Parent Partnerships: Linking Families, Communities and Schools" was approved by the New York State Board of Regents. The Regents Parent Partnerships Policy states:

- "It shall be the policy of the Board of Regents that each school board develop and implement a comprehensive parent partnerships policy that ensures that every school develop and implement a plan for effective parent participation.
- "...The State Education Department will require parent participation component in the development and implementation of relevant policy and program initiatives and evaluate such participation as part of the monitoring and school review process."[25]

The Parent Partnerships Policy outlines specific roles and activities for all partnership members such as family, School Boards, community school boards, the school, community, higher education, libraries, museums and cultural institutions, business, industry and labor (not the UFT) and the State Education Department.

The roles and activities of teachers as members of the parent partnerships are not mentioned in this outline. Also absent are the issues of shrinking staff and resources with which to implement any of these goals and objectives.

"A New Compact for Learning"

The new York State Education Department has developed a document called, A New Compact For Learning, which describes a comprehensive strategy for improving public elementary, middle and secondary education results in the 1990's. This was done in order to change the system within the schools to create and implement new forms of operation, for the Board of Education and community school boards to create the conditions which will enable other participants to fulfill the compact.

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[25] Ibid. p. 5

The Compact seeks to develop closer collaboration between schools and colleges in order to improve education, methodology, student skills, develop community partnerships, etc. There is no mention of a collaborative arrangement which focuses on the improvement of parent involvement. Increased parent involvement is the most required prerequisite for overall educational improvement nationwide.

The compact presents as a reason for the inequities in the Education system is that "school achievement data have usually not been reported by socioeconomic or racial/ethnic group."[26] Not only does it propose that this public reporting be made regularly, but also that this information promote equity by granting resources or money where it is most needed throughout the State.

The Compact is innovative and a commendable concept for the most part. Before it can be enacted, it must be approved by way of recommendations to the Board of Regent so that it can inscribe changes in education policy and regulation. Statutory changes must then be proposed and approved by the legislature.

However, the State Education Department urges that schools, school districts, colleges and universities, libraries, museums and other cultural institutions, people in neighborhoods and communities throughout the State "exercise initiatives to bring about changes needed to produce better learning results for all our children."[27]

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[26] New York State Education Department. A New Compact for Learning: Improving Public Elementary, Middle and Secondary Education Results in the 1990's. The University of the State of New York, The State Education Department. (March, 1991) p. 18

Without maximum parent and community involvement for implementation of the Compact, accountability and effective service delivery may continue to remain very minimal.

Multicultural Education & "A Curriculum of Inclusion"

In 1987, New York State Education Commissioner, Thomas Sobol convened a group of education practitioners, administrators and advocates from across the state of various ethnic backgrounds as the Task Force on Minorities: Equity and Excellence.

"The Task Force accepted as appropriate a goal of New York's education system as stated by the Regents of the University of the State of New York to provide a sound education in a pluralistic society." The goals also state:

"Each student will develop the ability to understand, respect and accept people of different races; sex; cultural heritage; national origin; religion and political, economic and social background and their values, beliefs and attitudes.

"Each student will learn knowledge, skills and attitudes which enable development of self-esteem as well as the ability to maintain physical, mental and emotional health while understanding the ill effects of alcohol, tobacco and other drugs."[28]

Members of the Task Force contributed to and endorsed the final report which was prepared by Dr. Harry L. Hamilton and is entitled, "A Curriculum of Inclusion." Comments in the foreword mentioned the fact that the current curriculum treated all non-Europeans cultures inappropriately and caused European American children to grow up erroneously believing that the only people who contributed to society were from their culture.

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[27] Ibid. p. 19

[28] "A Curriculum of Inclusion". Report of the Commissioners Task Force on Minorities: Equity and Excellence. (July, 1989) pp. 7, 19

Therefore, "if the Regents goals of an education recognizing our pluralistic society are to be met, an accurate, inclusive curriculum is essential for all children in every school district in the State."[29]

The document praised the attempt by the Board of Regents to include multicultural goals and objectives in their overall plan of action for New York elementary and secondary education. This framework provides the basis for development of revised curricular materials especially in the area of social studies.

The Social Studies Syllabus Review and Development Committee was appointed in July, 1990. By June, 1991, a report was issued as a result of the mandate given to the committee which was asked to review existing New York State social studies syllabi and to make recommendations to the Commissioner of Education.

The recommendations were 'designed to increase student's understanding of American culture and its history; the cultures, identities and histories of the diverse groups which comprise American society today; and the cultures, identities and histories of other people throughout the world."[30]

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[29] Ibid. p. 3

[30] "One Nation, Many Peoples: A declaration of Cultural Interdependence." The Report of the New York State Social Studies Review & Development Committee. (June, 1991) p. vii

The Committee formulated seven guiding principles for the social studies curriculum in the topics of Democracy, Diversity, Economic and Social Justice, Globalism, Ecological Balance, Ethical Values and the Individual and Society. Within the context of the Individual and Society, the curriculum should help students understand themselves and others as responsible members of the family, neighborhood, town, city, state, nation and world.

The curriculum should assist students to gain a sense of cultural belonging helping them recognize the fullness of their identity and heritage, inviting them to search for commonalities between their own and other cultures. This would enable them to discover ways in which individuals and cultural communities move closer together or push further apart. The curriculum should create opportunities for students to understand themselves as a people who can bring about change in their communities, the nation and the world.

In July, 1991, Commissioner Sobol forwarded a memorandum entitled, "Understanding Diversity: Summary of Recommendations" to the New York State Board of Regents, awaiting a response to their endorsement of the principles as written in "One Nation, Many Peoples" for revision of the social studies syllabi. He emphasized six areas among others which were not recommended because the "issue of multicultural education has been subject to so much misunderstanding and misrepresentation by the public and the press."[31]

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[31] Sobol, Thomas. "Understanding Diversity," (July 12,1991) p. 12

The ares listed are namely, 1)Trashing the traditions of the West; 2) An Afrocentric curriculum; 3) Ethnic cheerleading and separatism; 4) Distorting history; 5) A curriculum of self-esteem; and 6) A study of American history based on ethnicity or culture alone.

Commissioner Sobol went on to suggest that "other staff members, parents, grandparents and the community can make a valuable contribution to the multicultural program. He recommended that "cultural arts institutions should be encouraged to address multicultural perspectives as they develop collections and plan to implement their exhibits and programs."[32]

It may be necessary for parents and community members to work at providing ongoing programs which would supplement our children and youth with cultural, spiritual or self-esteem enhancement activities. These types of learning sessions are being planned for intergenerational participation at the Communiversity of the East Fulton Street Group.

Knowledge of Our Own History

It was necessary to present the chronology of events leading to the development of a state wide multicultural curriculum because a vast majority of parents who responded to the survey are fully in favor of the African centered and accurate historical aspects of curriculum change. Survey Question 18 asked, "Would you like your child or children to learn more about his or her own history?"

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[32] Ibid. p. 15

Two hundred fifty or (97.7%) of the parents answered yes to this question. Some parents circled the question or drew stars or made other indications of the relevance of a multicultural approach to history. Some mention was made to Afrocentric education. The issue of increased self-esteem is not a curriculum topic but a desired outcome of changes in state wide curriculum development and implementation.

Multicultural history and social development in the education curriculum could serve to enhance understanding and tolerance. It would also help students to arrive at solutions to social problems as they affect the neighborhood environment.

Curriculum modification is an innovative strategy for school restructuring as was mentioned previously. Its adaptation would help to make learning more challenging for all students.

The United Federation of Teachers

"The Board of Education and the teachers union have negotiated a solid week (February. 17 - 21) of closed schools. Promoted as a celebration of children, 'Kids Week' is anything but. It shows how bargains are struck without regards to families..."[33]

Immediately following the winter recess, letters were sent from Central Board to civil service agencies, community organizations, parents and individuals asking them to plan creative activities and trips. These trips would provide an excellent opportunity for children to enjoy many of the recreational, educational and cultural resources that make our city great.

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[33] New York Newsday, "About Kids Week: Get Ready for Chaos." Sunday, December 29,1991, p. 35

The letter asked, "If you belong to a church, synagogue, or neighborhood group that would like to organize an activity or event for children during the midwinter break, we would be happy to assist you..." There is no indication whether lunch or transportation allowances would be made available to facilitate these activities.

Throughout "Kids to the City, Kids Week" museums, libraries, sports facilities, parks (in February) and other organizations would provide discounted or free events and activities for children.

This vacation week for teachers includes the Presidents days holidays plus three vacation days. It has negatively impacted on families where single and dual parents who work full-time would find it difficult to obtain supervision for their children. As a result of community protest, Central Board has asked teachers to volunteer four hours a day for the three days to supervise the distribution of free breakfast and lunch.

The Newsday article continued, "To ask parents, children and social service providers to pay for a teacher's vacation shows how tenuous the connection has become between schools and families...We must devise an alternative to padlocking school doors, darkening out tax supported buildings and letting our children go unattended in neighborhoods where drugs and violence are lessons of the day."

February, 1992 marked a time when an additional thousands of individuals who comprise the school support system including teachers, guidance counselors, school aides, assistant principals and secretaries would be excessed due to an increased city-wide $44 million budget cut. This would cause each community school district to cut their budgets from $750,000 to $1.5 million.

In an article titled "The UFT and 1992: A Glance into a Gloomy New Year" UFT President, Sandra Feldman had this to say regarding the budget cuts:

The UFT is calling on parents to join in an all-out fight to stop school budget cuts. "On January 8th the union's policy making Delegate Assembly asked union members to work with parents and parent associations to encourage them to join in the campaign against the cuts."[34]

Except for calling elected officials, the role the parents would play was not written in the article. It's true that budget cuts impact on teacher's salaries. The number of school support personnel impacts on work conditions. A quality work environment in a school determines the quality of education.

Another article was called "Curriculum Concerns: New York State United Teacher's Union (NYSUT) Brings Classroom Teachers' Perspective to Debate Social Studies Revisions." NYSUT commissioned an independent poll on opinions about the history curriculum. They do not state the actual numbers of persons polled, the ethnic breakdowns or the place or places where this was done. The stated results are as follows:

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[34] New York Teacher. "Enough is Enough: School Staffers and Parents are Joining in an All-Out Fight to Stop School Budget Cuts." January 20,1992. p. 3A

- 88.5% of the public in New York State feels schools should teach both the traditional events of American history and the contributions of America's diverse ethnic and racial populations.
-
- Three-quarters of those surveyed thought it "very important" to teach separate histories and differences of America's racial and ethnic groups.
- Blacks and Hispanics place even more emphasis on teaching a shared heritage than whites do. 70% Whites, 88.8% Blacks, and 87.3% of Hispanics view this as very important.

[35]

- Most respondents did not believe that failure to teach ethnic heritage is a factor in student performance. The most cited reason for poor achievement was crime and drugs in the neighborhood (41%) followed by neighborhood poverty (24%)[36]

This is followed by a contradictory quotation from American Federation of Teachers President, Albert Shanker, "It would be tragic to intensify divisions in our society with separatist curriculums when most people still want children to learn about our common heritage."

Both parents and teachers have an interest in quality education for all children. Innovative ideas such as School Restructuring, Curriculum Modification and Parent Involvement need to be successful.

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[35] New York Teacher, "The UFT and 1992: A Glance Into a Gloomy New Year," January 20,1992 p. 9A

[36] Ibid.

It is necessary for teachers unions to become less paternalistic or condescending, dictatorial, arbitrary and less derogatory in planning or manipulating parent roles without including them in the planning process. They should not trivialize those issues which parents deem to be important.

Union flexibility around issues of multicultural curriculum would serve to gain increased parent support for their agendas. Unions and parents could then negotiate around the mutually desired outcome of advancing the mission of education.

All of the recent events act in direct opposition to the New York State Compact on Learning. Parents and teachers could become excellent allies. Many teachers have children attending the public schools and they have to confront these same issues as parents on a daily basis.

Summary

Decision-making bodies such as the Community School Boards, the New York City Board of Education, the New York State Regents, the NYS Education Department, the NYC United Federation of Teachers and NYS United Teachers represent the greater society. The policies they make determine the future of the education of all children.

The examples presented in this chapter were written to explain the issues so that parents and community members would be able to make informed decisions and develop strategies to bring about quality education. This would then eventuate a collective transformation for neighborhood development.

CHAPTER VI

PARENTS & THE FUTURE OF PUBLIC EDUCATION

Recently, there has been an increase in collaborations between schools and colleges to develop education improvement programs in the community. We will examine effective ways to add community based organizations to the formula in order to improve the collaborative effort.

An brief assessment will be made as to whether the results from the survey would provide direction for neighborhood school programming.

Parent leadership development and increased parental involvement in education will be outlined as we look at the role of parents as opinion leaders. Parents as opinion leaders have great potential for improving school conditions, influencing the educational system and bringing about neighborhood development. Collectively, this can be done with the same amount of organized energy.

Community Based Organizations & School-College Collaborations

The Educational Task Force, as the Education Committee of the East Fulton Street Revitalization & Development Corporation, has established a number of collaborations with colleges and universities. The ultimate success of the East Fulton Street's Partnerships in Education depends upon the amount of mutual commitment between the collaborative members over a period of time.

Most collaboratives are established between schools and colleges. Generally, school district administrators make arrangements with college administrators to improve service delivery in already established agendas.

When the effort is directed at students, projects involve helping to improve student success. These programs include early intervention for high school students and college experience activities. More often, program planning is directed at professional development, curriculum improvement and/or research. Another area of interest for college collaborations is improving relationships with communities.

For collaborative arrangements to be successful, top leadership in all institutions is imperative. Implementation and participation should be mutually beneficial to all parties concerned. The goals and benefits of the project should be clearly expressed and equally accrue to all participants involved in the project.

There has been a limited amount of reporting of the results of these collaborative efforts. "Most collaboratives have not yet reached the stage where the co-operating institutions can claim that they are trying to tackle some of the more serious problems facing education... There is little in the history of school-university relations to suggest that collaboration has served to solve tough, persistent problems."[37] It may be possible that community based organizations can facilitate school-college collaborative efforts and provide the monitoring and evaluation functions to assure its longevity. In this way, evaluation would continue throughout the process of service delivery.

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[37] Ascher, Carol, School-College Collaborative : A

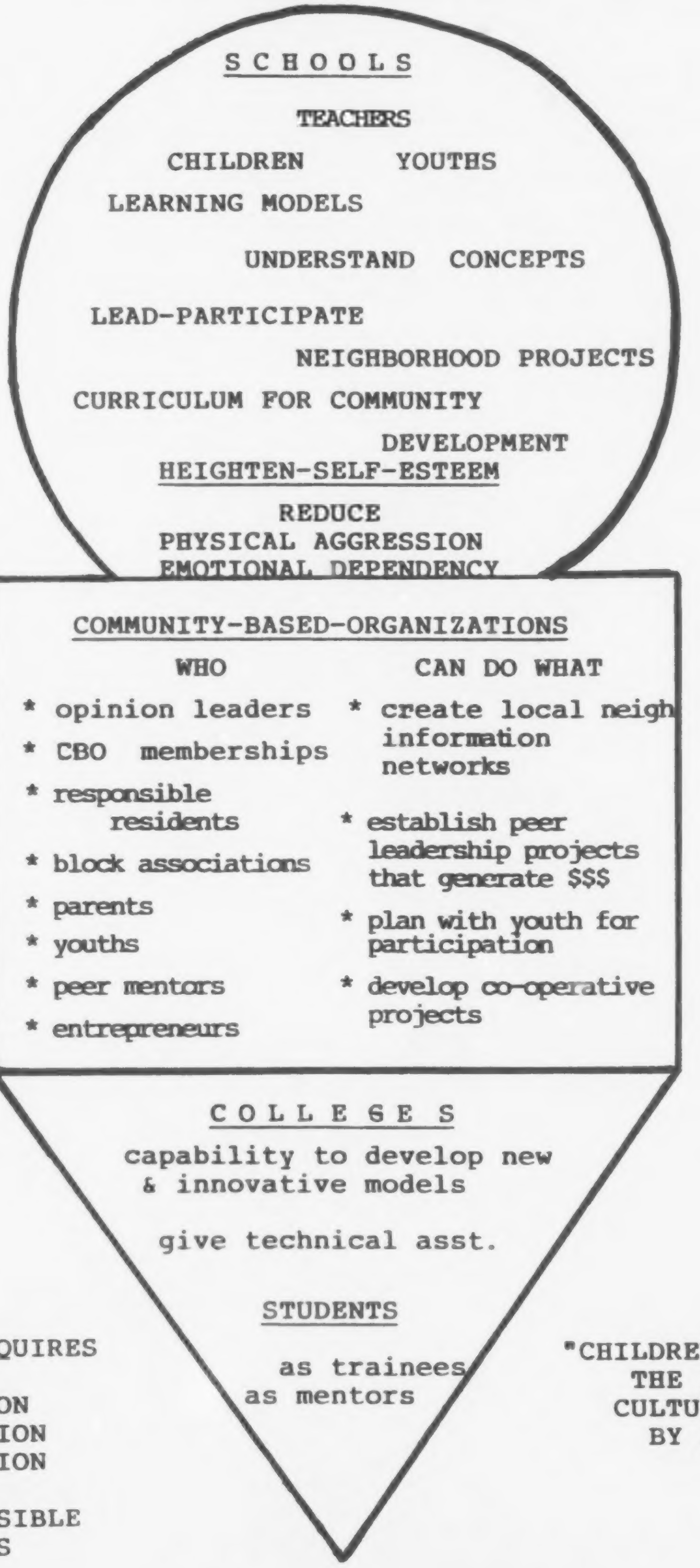
Results would be monitored more effectively and changes and implementation of new methods would be ongoing. Excellent delivery of service would guarantee improvement in the final product, quality education.

Collaboratives of community based organizations, schools and colleges are necessary for overall planning and activating a comprehensive curriculum of education for neighborhood development. A curriculum of education for neighborhood development could be included in the learning/teaching models.

This would presuppose city wide cooperation between community based organizations, schools, colleges, school districts and labor. Collectively, we would all take a risk in order to experiment on a school restructure model for which we have no time to wait. (See Illustration I: C-B-O's & School-College Collaboration Model.)

Strategy for Helping Low-Income Minorities. ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Columbia University: New York. (December, 1988) p. 30

ILLUSTRATION I: C-B-O's & SCHOOL-COLLEGE COLLABORATION MODEL



SCHOOLS

TEACHERS

CHILDREN YOUTHS

LEARNING MODELS

UNDERSTAND CONCEPTS

LEAD-PARTICIPATE

NEIGHBORHOOD PROJECTS

CURRICULUM FOR COMMUNITY DEVELOPMENT

HEIGHTEN-SELF-ESTEEM

REDUCE
PHYSICAL AGGRESSION
EMOTIONAL DEPENDENCY

COMMUNITY-BASED-ORGANIZATIONS

WHO	CAN DO WHAT
* opinion leaders * CBO memberships * responsible residents * block associations * parents * youths * peer mentors * entrepreneurs	* create local neigh information networks * establish peer leadership projects that generate $$$ * plan with youth for participation * develop co-operative projects

COLLEGES

capability to develop new & innovative models

give technical asst.

STUDENTS

as trainees
as mentors

SUCCESS REQUIRES
TOTAL
CO-OPERATION
PARTICIPATION
CO-ORDINATION
OF
ALL RESPONSIBLE
INDIVIDUALS

"CHILDREN GROW INTO
THE INTEGRATED
CULTURE LARGELY
BY IMITATION"

The Neighborhood School Model

Medgar Evers College President Edison O. Jackson sought answers which would help to define the role of the neighborhood school. The results of the survey has provided a directive for program planning and implementation of a neighborhood school. The model is seen more clearly as we develop the Communiversity.

This model seeks comprehensive and integrative education for holistic community development. The model for higher education institutions would focus on community based organizations and school-college collaborations.

The choices made by parents who answered this survey and the work of the Education Task Force are evidence that community members are able to define the mission of a neighborhood school. Increased parent involvement would encourage attendance at community school board meetings.

Parents as Opinion Leaders

It remains to be true that in spite of the extent and intensity of broadcast media, an equally effective way to change community opinion is "through people talking informally with other people."[38] Although many influences effect the public and the masses within them, there are resistances and counter forces to the controls.

---

[38] Mills, C. Wright, "Mass Society and Liberal Education," in Horowitz, Irving Louis, Power, Politics & People: The Collected Essays of C. Wright Mills. Oxford University Press: London. (1963) p. 586

Opinion leadership is distributed throughout the social structure. Personal influence flows side by side among members of the same social class or status group. These leaders are alert, interested and politically active in the community. They are more exposed to social issues than those who are not leaders. Most opinion leaders in Central Brooklyn already attend community meetings and forums.

Members of the same social group are able to affect the opinions of their peers. In the context of parental involvement for excellence in education, discussion would flow horizontally. It would flow from co-worker to co-worker, neighbor to neighbor, student to student, church member to church member, relative to relative and friend to friend.

Parents as opinion leaders would use the information they receive as advice and pass it on to friends or followers. Information flows from mass media (books, newspapers, television, radio) to opinion leaders and from them to the mass audience.

Personal communication is more effective than mass communication because:

- Personal contacts are more casual, more difficult to avoid and less powerful than mass communications.
- Face to face contact permits the speaker to vary the discussion to suit the mood of the people receiving the information.
- People are more likely to put their trust in someone they know.
- By personal contact the parent as opinion leader can influence other parents and

> community members to be involved without necessarily persuading the listeners to accept his[39] or her point of view.

Any community service organization which has a waiting room for patients or clients can provide an opportunity for discussions to take place. All they would have to do is turn off televisions and open the discussion about families and education. Staff members, clients or volunteers can take these opportunities to lead discussions.

Administrators of neighborhood schools, day care centers, cultural and community organizations can organize education teach-ins on school board elections, multicultural curriculum, parent involvement or any other topic for Excellence in Education. These organizations can coordinate district-wide efforts for the purpose of informing all parents.

Collectively, there exists great potential for affecting social change. It's a matter of not viewing the individual change agent, but truly seeing acts as collective acts to activate a collective power force. This collective power force should be seen and taught as a movement from "being" to "becoming" in the process of the doing.

Every time a person acts both individually and collectively, he or she is moving from "being to becoming." The individual and collective change of belief of our apparent powerlessness will automatically activate a positive attitude.

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[39] Brown, J.A.C., Techniques of Persuasion: From Propaganda to Brainwashing. Penguin Books: Baltimore, Md. (1963) p.144

N.B. These concepts in opinion leadership were researched in an unpublished manuscript written by the author entitled, "Developing an African-American Readership." (March, 1988) pp. 7-9

The positive attitude would affect individual intention and bring about a visible change in community behavior. This mental and physical transformation would bring about holistic revitalization in the ailing education system and help us to see each other and our neighborhoods in a whole new way.

We are interdependent. We need each other. This neighborhood transformation will blossom in quantum proportions. We can leap into hyperspace by activating a model whose time has come.

Conclusion

Parents in the inner-city are hard working individuals who are impacted upon by social influences which constantly challenge them. It has become more and more difficult for them to provide food, clothing and shelter for their families.

They are informed about the shrinking economy because it affects them every day. Parents are continuing to try to make it as individuals. They act or react in a society where individualism is promoted. In actuality, it is the collective which survives.

Parent involvement is imperative where the education of our children is concerned. Individual parents would come together as a cluster of groups of families and friends. They would form and/or join with other organizations in the interest of their children. It is only as a single, unified voice that the parents can enact legislative changes. These changes would be for the optimal benefit of all children attending public schools in New York City, New York State or the United States.

RESOURCES FOR PARENTS

Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island City, New York 11101
(718) 729-8866

African-American Parent Council
c/o Ms. Minnie Graham, Chairperson
240 Parkhill Avenue, #2-C
Staten Island, New York 10304

ASPIRA of New York
332 East 149th Street
Bronx, New York 10451
(212) 292-2690

Asian-American Youth Council Newsletter
Box 49, 525 West 120th Street
New York, New York 10027

Black & Latino Educational Caucus
330 West 18th Street
New York, New York 10011

Black & Latino Male Initiative
Medgar Evers College
1150 Carroll Street
Brooklyn, New York 11225

Community Resource Exchange
17 Murray Street
New York, New York 10007
Ms. Lillian Lopez, Program Associate
Technical Assistance to Parent Associations

(212) 349-8155

Native American Heritage Committee
P. S. 165
234 West 109th Street, Room 507
New York, New York

Parent Advocacy Program
Center for Law & Social Justice
Medgar Evers College
247 Herkimer Street, Suite 200
Brooklyn, New York 11216
(718) 783-1828
"Parent Empowerment Newsletter"
Parent Training Institute

Parents Coalition for Education in New York City, Inc.
Multilingual Publication of Newsletter
Spanish, French Creole, Chinese, Korean, English
24-16 Bridge Plaza South
Long Island City, New York 11101

Parents Resource Center
121 Sixth Avenue
New York, New York 10013
Dr. Judith Burgess, Executive Director
(212) 925-6675

Resources for Children with Special Needs, Inc.
200 Park Avenue South, Suite 816
New York, New York 10003
(212) 677-4650

Respect Yourself Youth Organization
591 Vanderbilt Avenue
Brooklyn, New York 11238

Mr. Bob Law, Chairperson
Mr. Danny Gant, Assistant Chairperson
(718) 636-1967

School Voices, A New York City Newspaper for
Parents, Educators & Students
A Project of PACE (People About Changing Education)
Inquire about subscription rates for student, individual,
district or school distribution *** Recommended (VH-O)

School Voices
79 Leonard Street, Basement
New York, New York 10013
(212) 274-1324

Single Parent Resources, Inc.
141 West 20th Street
New York, New York 10001

Sponsors for Educational Opportunity
23 Gramercy Park South
New York, New York 10003
Enrichment Classes for High School Students
(212) 979-2040

United Parents Associations
Save Our Schools Program
70 Lafayette Street
New York, New York 10013
(212) 619-0095

Women's Center of Medgar Evers College
Center for Women's Development
1650 Bedford Avenue
Brooklyn, New York 11225
(718) 270-5020

INFORMATION SOURCES FOR PARENTS

"Community Services Society Study of District Level Relationships Between Teacher Assignment and Student Poverty."

Community Services Society
105 East 22nd Street
New York, New York 10010
(212) 254-8900

Common Agenda: Collective Bargaining Between School Districts & Teacher Unions

Public Education Association
39 West 32nd Street
New York, New York 10001
(212) 868-1640

The Resource Bank: Programs, Places, People & Groups of Interest to NYC Public School Educators, Parents, Students & Community Members.

Professional Development Center of the NYC Public Schools
Bank Street College of Education
610 West 112th Street
New York, New York 10025

$12.00 Check/Money Order (includes handling & postage)

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APPENDIX I

COVER LETTER & SURVEY IN ENGLISH

The East Fulton Street Group
1918 Fulton Street • Brooklyn, NY 11233
(718) 522-2984

August, 1991

Dear Parents and Community Members:

The Ralph Bunche Public Policy Institute under the aegis of Medgar Evers College with the guidance of the Education Task Force of the East Fulton Street Revitalization & Development Corporation, Inc. is funding a Parent Opinion Survey.

The Education Task Force of the East Fulton Street Group would like to know how we can best provide services for neighborhood improvement. Our intent is to enhance educational opportunities for you and your child or children. Please assist us by answering the Parent Opinion Survey.

There are no right or wrong answers. You will not be identified. You are not obligated to answer every question and all answers are strictly confidential. Please do not write your name on the questionnaire.

Thank-you very much for your co-operation.

Sincerely,

Verda Harris-Olayinka
Research Coordinator

People Working Together

THE EDUCATION TASK FORCE

THE EAST FULTON STREET REVITALIZATION
& DEVELOPMENT CORPORATION, INC.

PARENT OPINION SURVEY

1) What is your zip code? ____________

2) Where were you born? ____________________________________

3) Where were you parents born? ____________________________

4) Where were your children born ____________________________

5) How many of your children attend public school? __________

6) Please list the following:

CHILD'S AGE	GRADE	SCHOOL	DISTRICT

7) What is your relationship to the children listed above?
Please circle.
Mother Step Mother Foster Mother
Father Step Father Foster Father
Grandmother Aunt
Grandfather Uncle

Other, please specify. ________________________________

****

8) Do you have a child or children in Special Ed classes?
Yes ____ No ____
If no, please skip Q. 9 and go on to Q. 10.

9) Do you think this was a wise placement based on your child's
Behavior Yes ____ No ____ Don't know ____
Abilities Yes ____ No ____ Don't know ____

10) Are you aware of parent rights and options regarding these decisions?
Yes ____ No ____ Don't know ____

11) Are you interested in attending a workshop about parent and student rights in the N. Y. C. Board of Education?
Yes ____ No ____ Don't Know ____

12) How often do you attend Parent Association meetings at your child's school?
Very Often ____ Seldom ____ Never ____ Don't Know ____

13) Are you interested in attending a parent's support group in the community?
Already attending ____
Yes ____ No ____ Don't know ____

****

14) How would you rate the level of interaction between yourself and the school on matters about your children?
Excellent ____ Satisfactory ____ Fair ____ Poor ____

15) Please rate the ability of the family counseling service at your child's school to meet the needs of your family.
Excellent ____ Satisfactory ____ Fair ____ Poor ____

16) How would you rate the ability of school personnel to maintain discipline in the:

PLACE	EXCELLENT	SATISFACTORY	FAIR	POOR
CLASSROOM				
HALLWAYS				
LUNCHROOM				
SCHOOL YARD				
UPON ENTERING				
AT DISMISSAL				

17) Does your child's school provide training for all children in:

SUBJECT	YES	NO	DON'T KNOW
Music			
Art			
Physical Ed.			
Computers			

18) Would you like to have your child learn more about his/her own history?
____ Yes ____No ____Don't Know

19) Does your child borrow books from the school library?
Yes ____ No ____ Don't know ____

20) Does your child/ren have an after school program in their school?
Yes ____ No ____ Don't know ____

21) Does your child or do your children use the public library for homework or research?
Yes ____ No ____ Don't know ____

22) Do you want your child or children to go to college?
Yes ____ No ____ Don't know ____

23) Do you feel that your child's curriculum is adequately preparing him or her for college?
Yes ____ No ____ Don't know ____

24) Do you think that you will have enough money to send your child to college after he or she graduates high school?
Yes ____ No ____ Don't know ____

****

25) Are you registered to vote? Yes ____ No ____

26) You do not have to be registered to vote in the Community School Board elections. Have you ever voted in a school board election?
Yes ____ No ____ Don't know ____

27) If I could influence the School Board or Principal to make changes at or around my child's school, I would suggest the following:____
____
____
____

****

28) What is your age range? Please circle.

Under 18 18-24 25-34 35-44

45-54 55-64 Over 65

29) What is your occupation? ______________________________________

30) Which category best describes your level of education?
Junior High School or lower ......______
1 - 3 years of High School ....______
High School Graduate ....______
Less than four years of college...______
Technical School Graduate ....______
College Graduate ....______
Above College Graduate ....______

31) Which of the following best describes your total yearly family income. Please Check.

____Under $5,000.
____ $5,000. to $10,000.
____$10,001. to $15,000.
____ $15,001. to $20,000.
____$20,001. to $25,000.
____ Above $25,000.

32) The East Fulton Street Education Task Force is interested in your personal skill development as well as that of your child.

If you had the opportunity to attend the following workshops for personal development, please check any workshop you would seriously consider attending.

DEVELOPMENT	FOR	WORKSHOP
Economic	Empowerment	___ Starting Your Own Business ___ Writing Business Plans ___ Establishing Good Credit
Housing	Ownership	___ Savings and Credit ___ Collective Ownership ___ Apartment & Home Repair
Cultural	Self esteem	___ African Diaspora History ___ African Dance for Adults ___ Caribbean History/Culture
Educational	Preparation	___ Adult Basic Education ___ High School Equivalency ___ College Preparation ___ English as a Second Language
	Involvement	___ Parents and the Public School
Family	Harmony	___ Help Your Child do Homework ___ Coping with your Adolescent ___ For a drug-free community ___ Enhancing Male-Female Relationships

THANK-YOU VERY MUCH

FOR TAKING THE TIME

TO ANSWER THIS SURVEY

APPENDIX II

COVER LETTER & SURVEY IN SPANISH

The East Fulton Street Group
1918 Fulton Street • Brooklyn, NY 11233
(718) 522-2984

May, 1991

Estimados Padres
Saludos!

La Universidad del Colegio de Medgar Evers aqui en Brooklyn esta realizando una busqueda de las necesidades de la comunidad Latina de nuestro barrio, con fines de conocer y poder ayudarnos a resolver nuestros problemas que enfrentan las familias Latinas.

Esta Universidad quisiera proveer los servicios a nuestra comunidad para poder ayudarnos y mejorar las condiciones en que vivimos.

Este formulario adjuntado es secreto. Ellos no van a dar esta informacion a la imigracion, ni nadie mas. El formulario simplememte sirve para dejarlos saber cuales son los problemas que nos enfrentan. Usted no tiene que firmar nada, ni escribir su nombre. Solamente llenar el formulario y devolverlo a mi.

Agradiendo su cooperacion y su honestidad. Unidos, podemos vencer los obstaculos que nos impide, asegurando un mejor futuro para nuestros hijos y familias.

Muchas Gracias! Que Dios me los bendiga!

Carinosamente,

Verda Harris-Olayinka
Investigadora

People Working Together

THE EDUCATION TASK FORCE

THE EAST FULTON STREET REVITALIZATION & DEVELOPMENT CORPORATION, INC.

PARENT OPINION SURVEY

1) Cual es el numero del codigo adonde usted vive? ______________

2) Adonde nacio usted, que pais? ________________________________

3) Adonde nacieron sus padres? ________________________________

4) Adonde nacieron sus hijos? ________________________________

5) Cuantos de sus hijos asisten a las escuelas publicas? _________

6) Por favor llene los siguientes:

EDAD DEL NINO	GRADO	ESCUELA	DISTRICTO

7) Cual es su relacion a sus hijos, por favor ponga un circulo alrededor de su respuesta.

Madre
Padre
Abuela
Abuelo
Madrasta
Padrasto
Tia
Tio
Madre de crianza
Padre de crianza

Otro familiar, por favor responda. ________________________

****

8) Tiene usted un hijo o hijos que estan en una clase especial?
Si ______ No ______
Si la respuesta es no, no conteste pregunta #9.

9) Piensa usted que su hijo pertenece en una clase especial? Conteste abajo.

Comportamiento Si ____ No ____ Usted no sabe ____
Habilidades Si ____ No ____ Usted no sabe ____

10) Sabe usted que usted tiene derechos e opciones acerca de la evaluacion de su hijo?
Si ____ No ____ Usted no sabe ____

BEST COPY AVAILABLE

11) Esta usted interesado en el asistir a los talleres y conferencias acerca de los derechos de los padres y sus hijos dados por la Junta de Educacion de Nueva York?

Si ____ No ____ Usted no sabe ____

12) Asiste usted de vez en cuando a las conferencias de Padres y Maestros en la escuela de su hijo?

De vez en cuando ___ Asisto a todas ___ Nunca ___ No sabe__

13) Esta interesado en el asistir a las conferencias adonde dan apoyo a los padres en la comunidad?

Si ____ No ____ Usted no sabe ____

****

14) Que diria usted del nivel de comunicacion entre usted y la escuela acerca de los asuntos escolares de sus hijos?

Excelente ____ Satisfactorio ____ Bien ____ Malo ____

15) Como funcionan los consejeros de la familia de la escuela de su hijo para poderle conocer las necesidades de la familia e ayudarlos a resolver los problemas?

Excelente ____ Satisfactorio ____ Bien ____ Malo ____

16) Como usted le gusta la habilidad de los empleados de la escuela a mantener la disciplina de los estudiantes?

LUGAR	EXCELENTE	SATISFACTORIO	BIEN	MALO
SALON DE CLASE				
LOS PASILLOS				
EL COMEDOR				
PATIO DE ESCUELA				
ENTRANDO LA ESCUELA				
DESPACHANDO DE LA ESCUELA				

17) Provee la escuela de su hijo entretenamiento para todos los estudiantes?

SUBJETO	SI	NO	USTED NO SABE
La musica			
El Arte			
Educacion fisica			
Computadoras			

18) Qusiera usted que su hijo aprendiera mas de su cultura?

Si ____ No ____ Usted no sabe ____

19) Presta su hijo libros de la biblioteca o libreria de la escuela?

Si ____ No ____ Usted no sabe ____

20) Asiste su hijo a un programa en la escuela despues de las 3:00 PM? Si ____ No ____ Usted no sabe ____

21) Utiliza su hijo o hijos la biblioteca o libreria publica para poder hacer sustareas o busqueda de materia escolar?
Si ____ No ____ Usted no sabe ____

22) Quire usted que su hijo o hijos asistan a universidad?
Si ____ No ____ Usted no sabe ____

23) Piensa usted que los cursos que su hijo coge en la escuela lo esta preparando para poderle enviar a su hijo a la universidad despues de la escuela superior?
Si ____ No ____ Usted no sabe ____

24) Piensa usted que tendra bastante dinero para poderle enviar a su hijo a la universidad despues de la escuela superior?
Si ____ No ____ Usted no sabe ____

****

25) Esta usted inscribido para poder votar en las elecciones de este pais? Si ____ No ____

26) Usted no tiene que estar inscribido para poder votar en las elecciones de la comunidad escolar. Ha votado usted en las elecciones de la Junta de Educacion de su comunidad?
Si ____ No ____

27) Si usted podria influir La Junta de Educacion o el Principal de la escuela de su hijo para poder efectar cambios en el sistema, que cambios recomendaria usted que hagan?
____
____
____
____

****

28) Que edad tiene usted? Por favor un circulo alrededor de lo correcto.

Debajo de 18 18-24 25-34 35-44

45-54 55-64 Arriba de 65

29) Cual es su ocupacion o oficio? ____________________________

30) Que nivel de educacion ha obtenido usted?
Escuela elemental .... ________
Escuela segundaria .... ________
1 - 3 anos de escuela superior .. ________
Graduado de escuela superior .... ________
Menos de 4 anos de la universidad ________
Graduado de escuela tecnica ..... ________
Graduado de la universidad ...... ________
Mas de la universidad .... ________

31) Cual de los siguintes describe su ingreso anual? Por favor ponga un X.

____ debajo de $5,000. _____ $5,000. hasta $10,000
____ $10,000. hasta $15,000. _____ $15,001. hasta $20,000.
____ $20,000. hasta $25,000. _____ Arriba de $25,000.

32) Si usted tuviera la oportunidad para poder asistir a nuestros talleres y conferencias, cual de ellos escogiera usted?

DESCAROLLO	PARA	TALLER
Lo economico	Poder	___Montar mi propio negocio
		___Escribar planes de mi negocio
		___Establecer buen credito
Viviendas	Dueno	___Ahorramientos y credito
		___Duenos colectivos
		___Reparacion de su apartamento o casa privida
Cultural	Valora de uno mismo	___Historia Africana
		___Baile Africano para mayores
		___Cultura Caribena y su historia
Educacion	Preparacion	___Adultos educacion basica
		___Equivalencia de escuela superior
		___Preparacion para la universidad
		___Ingles como segundo idioma
	Envolver los Padres	___Los padres y la escuela
		___Los padres en la escuela publica
La Familia	La harmonia	___Como ayudar a sus hijos hacer las tareas
		___Como ayudar los adolescentes
		___Como ayudar a la comunidad libertarse de las drogas
		___Como mejorar la relacion entre el hombre y la mujer

MUCHAS GRACIAS

PARA SU AYUDAR

APPENDIX III

SURVEY IN CREOLE

THE EDUCATION TASK FORCE

THE EAST FULTON STRET REVITALIZATION & DEVELOPMENT CORPORATION, INC.

SONDAJ OPINYON PARAN

1) Ki nimewo zip kod w? ______________________________

2) Ki kote ou te fet? ______________________________

3) Ki kote papa w ak manman w te fet? ______________________________

4) Ki kote pitit w yo te fet? ______________________________

5) Konbyen pitit ou genyen lan lekol piblik? ______________________________

6) Tan pri bay enfomasyon sa yo:

LAJ PITIT W	KIR KLAS LAP FE	LEKOL	DISTRI

7) Ki sa w ye pou ti moun ke w fek bay enfomasyon sou yo a? Tan pri fe youn ronn alantou bon repons la:

Manman
Papa
Gran me
Gran pe
Bel me
Bo pe
Ma tant
Tonton
Manman adoptif
Papa adoptif

Lot relasyon. Ekri 1 ______________________________

****

8) Eske ou genyen pitit ki lan edikasyon espesyal?
Wi ______ Non ______
Si repons la se non, sote keksyon nimewo 9 e kontinye ak keksyon nimweo 10.

9) Eske ou panse ke se te youn bon chwa pou pitit w a,
baze sou konpotman li? Wi____ Non____ Mwen pa konnen____
ou byen baze sou sa lap fe? Wi___ Non___ Mwen pa konnen____

10) Eske ou okouran de dwa e chwa paran genyen le yap pran desizyon sa yo?
Wi ____ Non ____ Mwen pa konnen ____

11) Eske ou ta renmen patisipe lan youn nan reynyon ke NYC Board of Educaition ap fe sou dwa paran e elev?
Wi ____ Non ____ Mwen pa konnen ____

12) Konbyen fwa ou patisipe lan reynyon Asosyasyon Paran lan lekol pitit w?
Tre souvan ____ Pafwa ____ Jame ____ Mwen pa konnen ___

13) Eske ou ta renmen fe pati youn group paran kap bay sipo lan kaminofe a?
Wi ____ Non ____ Mwen pa konnen ____

****

14) Si ou tap bay not baze sou relasyon ki genyen ant ou menm e lekol kap okipe zafe pitit w, ki not ou tap bay?
Ekselan ____ Satisfezan ____ Pasab ____ Mal ____

15) Lan lekol pitit w, genyen moun kap bay konsey sou fanmi. Eske ou panse ke jan de sevis sa yo ede bezwen fanmi w. Tanpri tyeke youn repons.
Ekselan ____ Satisfezan ____ Pasab ____ Mal ____

16) Ki jan ou ta evalye kapasite moun kap dirije lekol pou mete disiplin:

MILYEA	EKSELAN	SATISTIZAN	PASAB	MAL
LAN KLAS				
LAN KORIDO				
LAN KAFETERYA				
LAN LAKOU LEKOL				
ANTRE LEKOL				
SOTI LEKOL				

17) Eske lekol kote pitit w ye a bay ti moun anseyman lan:

MATYE	WI	NON	MWEN PA KONNEN
Mizik			
Metye Atis			
Edikasyon fizik			
Kon pite			

18) Eske ou ta renmen pitit w aprann plis sou listwa peyi li?
Wi ____ Non ____ Mwen pa konnen ____

19) Eske pitit w prete liv lan biblyotek lekol li?
Wi ____ Non ____ Mwen pa konnen ____

20) Eske lekol kote pitit w ye a gen youn program apre lekol?
Wi ____ Non ____ Mwen pa konnen ____

21) Eske pitit w itilize biblyotek piblik le lap fe devwa ou byen rechech?
Wi ____ Non ____ Mwen pa konnen ____

22) Eske ou vle pitit w a lan inivesite?
Wi ____ Non ____ Mwen pa konnen ____

23) Eske ou panse ke program eskole pitit w byen preparel pou inivesite?
Wi ____ Non ____ Mwen pa konnen ____

24) Eske ou panse ke w ap genyen ase kob pou w voye pitit w lan inivesite le li fini fe klas segonde 1?
Wi ____ Non ____ Mwen pa konnen ___

****

25) Eske ou enrejistre pou w vote?
Wi ____ Non ____

26) Ou pa bezwen anrejistre pou w vote lan eleksyon Community School Board. Eske ou konnen vote deja lan eleksyon School Board (konsey administrasyon lekol)?
Wi ____ Non ____ Mwen pa konnen ____

27) Si mwen te gen enflyans sou konsey Administrasyon Lekol ou byen Direkte lekol, mwen ta mande pou yo fe chanjman sa yo lan lekol pitit mwen: ____
____
____
____

****

28) Ki laj w ape pre? Fe youn ronn alantou repons ki bon an.

Mwens ke 18 ane

Ant 18 e 24 25 e 34 35 e 44

45 e 54 55 e 64 Plis ke 65

29) Ki pwofesyon w? ____

30) Ki les lan kategori sa yo ki koresponn mye ak degre etid ke ou fe?
Etid prime ....____
De 1 a 5 ane lekol segonde ....____
Bakalorea (High School Graduate) ....____
Mwens ke 4 ane etid lan inivesite ......____
Diplom lan lekol metye ....____
Diplom lan inivesite ....____
Etid apre diplom inivesite ....____

31) Ki les lan kategori sa yo ki koresponn mye ak madanm w fe lan youn ane. Tan pri tyeke kategori a

____ Mwens ke $5,000.
____ Ant $5,000. e $10,000.
____ Ant $10,001. e $15,000.
____ Ant $15,001. e $20,000.
____ Ant $20,001. e $25,000.
____ Plis ke $25,000.

32) The East Fulton Street Education Task Force entrese lan developman konesans pesonel w menm jan li entrese lan devlopman petit w.

Si ou te gen opotinite pou w patisipe lan atelye Eravay (workshops) kap pemet w anrichi konesans pesonel w, ki les lan atelye sa yo ke ou ta renmen seryezman patisipe la dan li.

DEVELOPMAN	POU	ATELYE TRAVAY
Ekonomik	Kapablite (konesans)	___Ko manse prop biznis pa w ___Ekri plan bisniz ___Etabli bon kredi
Lojman	Propyete	___Kont depay (ekonomi) e kredi ___Posede propyete an group ___Apafman e reparasyon kay
Kilti	Amou Prop	___Istwa diaspora Afriken ___Dans Afriken pou adilt ___Istwa ak kilti Karayb
Edikasyon	Preparasyon	___Edikasyon pou adilt ___Preparasyon pou diplom lekol segonde ___Preparasyon pou inivesite ___Angle kom deziem lang ___Paran e lekol piblik
Fanmi	Antant	___Ede pitit w fe devwal ___Teknik pou ede w antann ak ti moun (adolesan) ___Pou youn kominote ki pa gen drog ___Amelyore relasyon ant gason e fi

MESI ANPIL

DESKE OU PRAN TAN POU

REPONN SONDAJ SILA

INFORMATION SOURCES FOR PARENTS

"Community Services Society Study of District Level Relationships Between Teacher Assignment and Student Poverty."
Community Services Society
105 East 22nd Street
New York, New York 10010
(212) 254-8900

Common Agenda: Collective Bargaining Between School Districts & Teacher Unions
Public Education Association
39 West 32nd Street
New York, New York 10001
(212) 868-1640

The Resource Bank: Programs, Places, People & Groups of Interest to NYC Public School Educators, Parents, Students & Community Members.

Professional Development Center of the NYC Public Schools
Bank Street College of Education
610 West 112th Street
New York, New York 10025
$12.00 Check/Money Order (includes handling & postage)

State University of New York Education Opportunity Center of Brooklyn. Basic, Vocational, Technical and Business Education for Adults.

State University of New York
Educational Opportunity Center in Brooklyn
470 Vanderbilt Avenue
Brooklyn, New York 11238
(718) 636-7900